DOCUMENT RESUME

ED 364 655 CE 063 479

AUTHOR Cope, Bill; And Others
TITLE National Framework of Adult English Language, Literacy and Numeracy Competence. Draft.
INSTITUTION Technology Univ., Sydney (Australia).
SPONS AGENCY Victoria Ministry of Education, West Melbourne (Australia).
PUB DATE 93
NOTE 57p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Adult Programs; *Communication Skills; Competence; *Competency Based Education; *Curriculum Design; Educational Assessment; Foreign Countries; Interpersonal Communication; *Literacy; *Numeracy; *Social Environment; Social Influences; Work Environment
IDENTIFIERS *Australia

ABSTRACT

This document presents a framework for teaching language, literacy, and numeracy as the central elements of competence for work and social activity in Australia. The framework contains guidelines that set the overall agenda for curriculum and assessment, with which the needs of workplaces, educational institutions, and community groups can be considered in designing a local curriculum. The first four sections give background information, introduce and describe the framework, and explain how to use it for curriculum development and assessment. The framework itself is first illustrated in six charts giving an overview of the following: six aspects (procedural communication for performing tasks, technical communication for using technology, personal communication for expressing identity, cooperative communication for interacting in groups, systems communication for interacting in organizations, and public communication for interacting with the wider community); three stages of each aspect (assisted, independent, and collaborative competence); competence statements for each stage; and more detailed competence statements for the four phases of each stage (reflecting on experience, engaging in activities, broadening applications, and critically reviewing). The charts are followed by a full-page listing of each stage with specific examples given for the competence statements. The final section contains six charts giving an overview of the related social activity competence framework. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

National Framework of Adult English Language, Literacy and Numeracy Competence

ED 364 655

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A Luke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 063479

BEST COPY AVAILABLE

Those involved in the Project

Project Manager

Sharon Coates, Adult, Community and Further Education Division, Office of Training and Further Education, Department of Education, Victoria. Project methodology and design, coordination and management, information dissemination, consultation, review of documentation and editorial decisions.

Project Writing Team

Dr Bill Cope is Research Manager in the Centre for Workplace Communication and Culture at the University of Technology, Sydney.

Dr Mary Kalantzis is Director of the Centre for Workplace Communication and Culture at the University of Technology, Sydney.

Dr Allan Luke is the Reader in Education and Chairperson of Research and Development, School of Education, James Cook University, Townsville.

Robin McCormack is a teacher at the Western Metropolitan College of TAFE, Melbourne.

Bob Morgan is the Director of the Jumbunna Aboriginal Centre at the University of Technology, Sydney.

Diana Slade is Associate Director of the Centre for Workplace Communication and Culture at the University of Technology, Sydney.

Nicky Solomon is a Project Manager in the Centre for Workplace Communication and Culture at the University of Technology, Sydney.

Nancy Veal is the Head of Department, Adult Preparatory Studies, Canberra Institute of Technology.

Project Officer (from March 1993)

Barbara Goulborn, Adult Community and Further Education Division , Office of Training and Further Education, Department of Education, Victoria. Testing the Framework's application in curricula. Further development of diagrams and supervision of report design and production.

Steering Committee

Nichole Gilding, SA DEET.
Denise Janek, SA DEET.
Jack Frawley, Batchelor College, NT.
Linda McLain, DEVET WA.
Anne Mibus, TAFE TEQ.
Helen Cherry, TAFE TEQ.
Roy Pugh, DEIRT, Tas.
Jan Wallbridge, Canberra Institute of Technology.
Di Warwick, TAFE COM, NSW.
Pam O'Neil, ACFE Division, Vic.
Eileen Sheridan, OTFE,Vic.
Helen Mayer, OTFE, Vic.
Vanessa Elwell-Gavins, DEET.
David Page, DIEA.
Marie Persson, ANTA.
Pam Hagan, AMES, NSW.

DRAFT ©ACTRAC Products Ltd

Assistance and advice to Project Writing Team

Daphne Brosnan, John Garrick, Chris Nesbitt, Andrew Gonczi, Geoff Scott, Tony Stavely: University of Technology, Sydney

Language and Literacy Expert Panel:

Sue Hood, Rosie Wickert, Sandra Gollin, Meryl Thompson, Chris Corbel, Jeannie Bell, Sheilagh Kelly, Dr Tim McNamara, Dr. Brian Street

Expert advice on numeracy to Nancy Veal:

Betty Johnson, Vicky Divett, Beth Marr, Ian Fergent, Jan Gaudron, Dave Tout, Sue Lord

Commentary and expert advice at various stages throughout the Project

Meredith Sussex, General Manager of the Adult, Community and Further Education Board, Victoria, and Chair of the Adult English Sub-Committee of the AEC/ MOVEET Working Party on the Australian Language and Literacy Policy

Joseph LoBianco, Rosa McKenna, Associate Prof. Richard Baldauf and colleagues at the National Languages and Literacy Institute of Australia and its associated research centres and networks

Professor Chris Candlin, Anne Burns and colleagues at the National Centre for English Language Teaching and Research

Rodney Cavalier, Dr. Paul Brock and other members of the Australian Language and Literacy Council, NBEET

Noel Simpson, DEET

Ann Borthwick, NBEET

Australian Council for Adult Literacy Inc.

Prof. Peter Freebody, Griffith University

Richard Carter, OTFE, Vic.

Colin Ducker, University of Canberra

David Sless, Communication Research Institute of Australia

Giselle Mawer and Helen Joyce, AMES, NSW

Hermine Scheeres, University of Technology, Sydney

Reno Pellone, Richmond College of TAFE

Sue Shore, University of South Australia

Martin Nakata, James Cook University and DEET

Advice with relation to industry

Lorraine Wheeler, NTB

Laurie Carmichael, NBEET

Anne Rein, Hospitality and Tourism industry

Cheryl Downie, Food industry

Linda Wise, Metals industry

Margie John, Vehicle industry

Keith Harvey, Clerical industry

Contents

Background ____ 1

Introducing the Framework ____ 5

Explaining the Framework ____ 9

Using the Framework ____ 23

- Its intended uses ____ 23
- Key assumptions about the use of the Framework ____ 23
- The implications of the Framework for curricula ____ 25
- Using the Framework to develop curricula ____ 25
- The assessment consequences of the Framework ____ 27

The Framework of Adult English Language, Literacy and Numeracy Competence ____ 29

- Summary ____ 30
- Detail ____ 33
  - Procedural communication
  - Technical communication
  - Personal communication
  - Cooperative communication
  - Systems communication
  - Public communication

Social Activity Competence Framework ____ 53

Background

This document is the first edition of the National Framework of Adult English Language, Literacy and Numeracy Competence.

In 1989, through funding from the Australian Committee for Training Curriculum (ACTRAC), the Adult, Community and Further Education Division of the Office of Training and Further Education in Victoria began developing this Project – a major curriculum initiative for Adult Basic Education, English for second language learners and, in a later development, industry training.

The establishment of the Framework is in line with four other major national developments. The Commonwealth Government's Australian Language and Literacy Policy (August, 1991) indicated the necessity for a more coordinated approach to adult literacy and English as a second language provision in post-compulsory education and training. The development of a consistent reference point for assessment and reporting is fundamental to the success of this initiative. The 'Key Competencies' developed by the Mayer Committee (September, 1992) reflected the desire of Ministers whose portfolios included Education and/or Training to see an increasing convergence of vocational and general education and more well-defined targets for both teachers and learners. The Employment and Skills Formation Council of the National Board of Employment, Education and Training recommended the establishment of the Australian Vocational Certificate Training System (March, 1992) which has as part of its core curriculum the reading, writing and speaking of English, based on contextual learning. Finally, the development of national competency standards aligned to the Australian Standards Framework has meant a growing need for providers of Adult Basic Education (ABE) and English as a Second Language (ESL) to work with and assist industry to incorporate English language and literacy competencies in industry training programs.

Initially, this Project developed position papers which raised issues for discussion in the national arena. A Steering Committee was convened with representatives from the various States and Territories and the Departments of Employment, Education and Training and Immigration and Ethnic Affairs.

In August 1992, a national forum was held to debate a proposal for a project to develop a generic skills accreditation framework for adult basic education and English as a second language provision. Representatives from State/Territory TAFE, Adult Migrant English Services and community education systems participated as well as representatives from the National Training Board, the National Centre for English Language Teaching and Research (NCELTR), the Department of

DRAFT ©ACTRAC Products Ltd

Employment, Education and Training, the (then) Department of Immigration, Local Government and Ethnic Affairs, the Australian Language and Literacy Council, the National Languages and Literacy Institute of Australia (NLLIA) and English as second language and adult literacy professional associations.

Forum participants unanimously endorsed a proposal for the immediate development of a national framework of key competencies in English language, literacy and numeracy for English as a second language, adult literacy and basic education purposes. The framework was to have two purposes:

- to facilitate the design, delivery, assessment and possible certification of curricula for adult English as a second language, adult literacy and basic education; and
- to assist industry to develop an awareness of specific work-related competencies involving English language, literacy and numeracy, and to incorporate these competencies into their training programs where appropriate.

Following the national forum, an expert language and literacy panel met to establish the Framework's principles and theoretical underpinnings. A working group on basic mathematics had previously been convened to establish the underlying principles for development of numeracy competencies. Development and trialling of these ideas proceeded from this point.

In December 1992, a public tender was called for a consortium to write the language and literacy competencies according to the Project's mandate. The tender was won by a team convened by the Centre for Workplace Communication and Culture, University of Technology, Sydney, who later contracted additional workers to provide expert advice in relation to Aboriginal and Torres Strait Islander perspectives. The convenor of the numeracy working group joined this team to ensure the integration of the numeracy components of the Framework with the language and literacy components. The first draft of the Framework was submitted in February 1993.

That draft was subject to extensive exposure and consultation with State and Territory systems' representatives, ABE and ESL program experts and practitioners. Consultation has also occurred with representatives of:

- the Department of Employment, Education and Training (DEET)
- the Department of Immigration and Ethnic Affairs (DIEA)
- the National Training Board (NTB)
- the Mayer Committee Secretariat
- the National Board of Employment, Education and Training (NBEET)
- the Australian Language and Literacy Council (ALLC)
- the National Centre for English Language Teaching and Research (NCELTR)
- the Australian Council for Adult Literacy Inc. (ACAL)

Employment, Education and Training, the (then) Department of Immigration, Local Government and Ethnic Affairs, the Australian Language and Literacy Council, the National Languages and Literacy Institute of Australia (NLLIA) and English as second language and adult literacy professional associations.

Forum participants unanimously endorsed a proposal for the immediate development of a national framework of key competencies in English language, literacy and numeracy for English as a second language, adult literacy and basic education purposes. The framework was to have two purposes:

- to facilitate the design, delivery, assessment and possible certification of curricula for adult English as a second language, adult literacy and basic education; and
- to assist industry to develop an awareness of specific work-related competencies involving English language, literacy and numeracy, and to incorporate these competencies into their training programs where appropriate.

Following the national forum, an expert language and literacy panel met to establish the Framework's principles and theoretical underpinnings. A working group on basic mathematics had previously been convened to establish the underlying principles for development of numeracy competencies. Development and trialling of these ideas proceeded from this point.

In December 1992, a public tender was called for a consortium to write the language and literacy competencies according to the Project's mandate. The tender was won by a team convened by the Centre for Workplace Communication and Culture, University of Technology, Sydney, who later contracted additional workers to provide expert advice in relation to Aboriginal and Torres Strait Islander perspectives. The convenor of the numeracy working group joined this team to ensure the integration of the numeracy components of the Framework with the language and literacy components. The first draft of the Framework was submitted in February 1993.

That draft was subject to extensive exposure and consultation with State and Territory systems' representatives, ABE and ESL program experts and practitioners. Consultation has also occurred with representatives of:

- the Department of Employment, Education and Training (DEET)
- the Department of Immigration and Ethnic Affairs (DIEA)
- the National Training Board (NTB)
- the Mayer Committee Secretariat
- the National Board of Employment, Education and Training (NBEET)
- the Australian Language and Literacy Council (ALLC)
- the National Centre for English Language Teaching and Research (NCELTR)
- the Australian Council for Adult Literacy Inc. (ACAL)

- the National Languages and Literacy Institute of Australia (NLLIA)
- the Language and Literacy Working Party of the Australian Education Council/ Ministers of Vocational Education, Employment and Training, and
- the Australian National Training Authority (ANTA).

In addition, the writers sought academic feedback via their own networks through a meeting convened in Sydney for this purpose. Through all these consultative processes the Framework has subsequently been considerably refined and redrafted.

Future developments

Through the NCELTR, the NLLIA, the Project's steering committee and ABE and ESL professional associations, the Framework will continue to be tested, modified, refined and validated.

Liaison is occurring with teams in New South Wales, Western Australia and Queensland who are currently developing new curricula from the Framework. It is anticipated that valuable lessons will be learnt from these processes. Resultant modifications will be incorporated in new documentation.

Trials are beginning to assess the usefulness and ease of application of the Framework in the Food, Metals, Vehicle, Hospitality and Tourism and Clerical industries.

A professional development kit is currently being produced to introduce and explain the Framework in greater detail, with a wide range of examples to help practitioners and others envisage its uses. Project members are working with the National ALBE Professional Development Reference Committee to include the use of the Framework in a more comprehensive professional development plan for States and Territories.

Introducing the Framework

What is its basis?

Language, literacy and numeracy are central elements of competence for work and social activity. They are best taught, learned and assessed where they occur, through activities in social contexts. That maxim is the foundation of this Framework.

This document deliberately uses the term 'competence' instead of 'competency' which has commonly featured in recent literature on adult education and workplace training. The shared characteristic of some recent reports, scales and frameworks is to define 'competency' without reference to either the significance and impact of specific social contexts or any overarching framework.

Competence requires a connection of performance and knowledge and skills, coordinated in such a way as to achieve social goals in particular contexts. People act on the basis of what they know to realise and transform their knowledge through performance. While knowledge and skills are the products of formal education, training and study, they are also the products of life experience. This experience is shaped by the complexities of culture. Throughout this document the use of the term culture refers to differences that arise from Aboriginal, ethnic, gender and socioeconomic background. These differences are neither static nor uniform, but varied, multi-layered and dynamic. Constellations of differences in the life experiences of adult learners produce distinctive ways of knowing and doing. Since competence is always context-specific it needs to allow for cultural diversity in the way that it is determined. This Framework has developed a notion of competence that recognises and values cultural differences in performance.

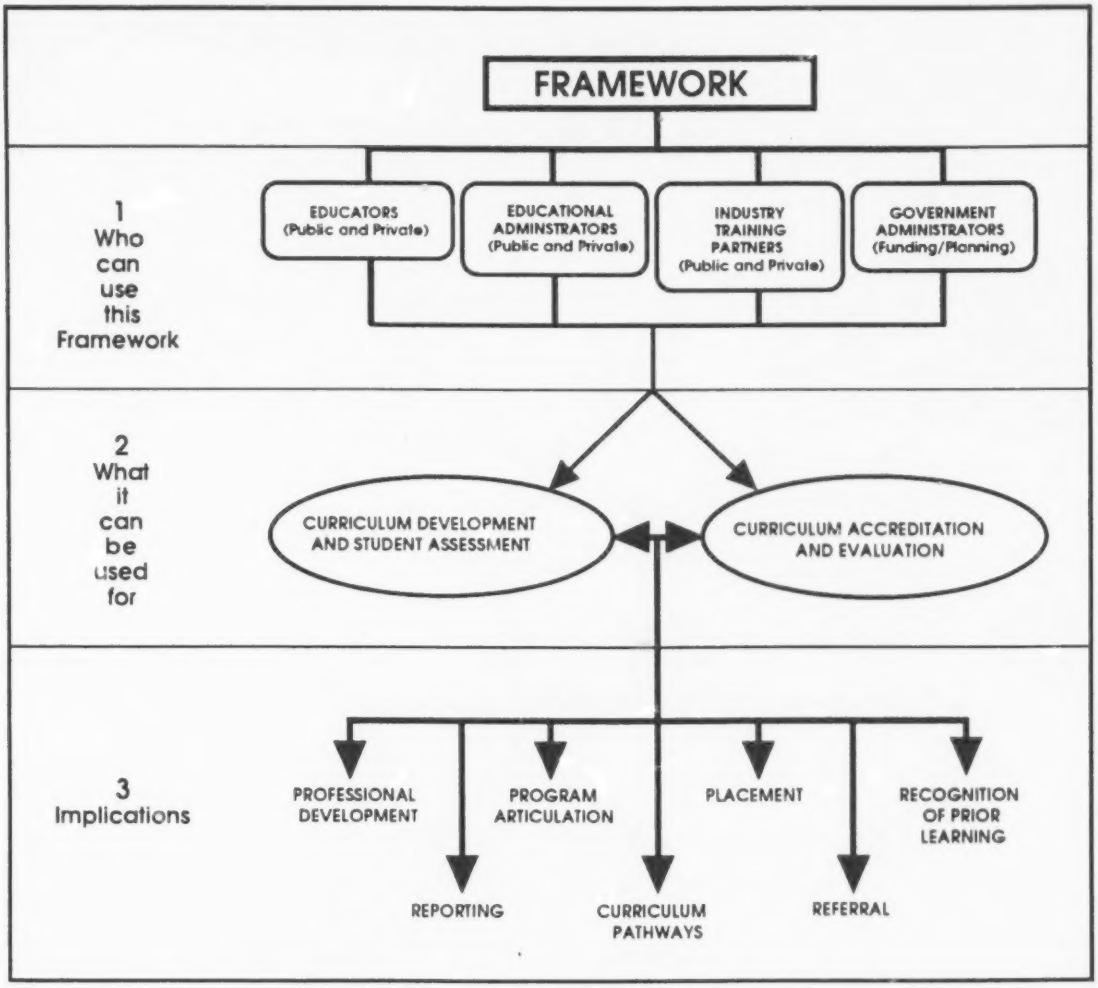
The competence statements in the Framework have been selected to reflect not only the social character of language, literacy and numeracy, but also contemporary changes in the structure of work, communication and technologies, and the evident cultural diversity of our society. As a consequence, they have been pitched at a level of generality which can encompass the diverse backgrounds, needs and resources of learners and workers, educators and trainers and the various educational, training and community contexts in which these people live and work.

The Framework is not a specific curriculum or assessment program. It is not a prescription for a uniform curriculum. It does not dictate use of any particular teaching or learning methodology, nor does it derive from any single theoretical or linguistic origin, but from the pooling of a wide range of academic, practical and community expertise and advice.

What is it for?

It is intended to guide and inform the development and review of more specific programs for learning in English language, literacy and numeracy. It should also operate as a nationally consistent reference point for discussing the nature of individual progress, for the recognition of prior learning, for program planning, for professional development, for industry training, and for future research and evaluation.

FIGURE 1: RECOMMENDED USES AND IMPLICATIONS OF THE FRAMEWORK



It has the potential to do so in the following ways:

1 The Framework provides a basis for teachers and curriculum writers to develop accredited curricula in the fields of ABE and ESL. (Learning outcomes and assessment criteria will, however, need to be developed in the context of particular curricula. Assessment methods and instruments need to be developed or selected to enable students to demonstrate competence.)

2 The Framework provides a set of competence descriptors that can be used across the vocational education and training system, the adult, community and further education sector, adult migrant education services and labour market programs to describe the outcomes and progress of participants and to compare the outcomes of accredited curricula.

3 The Framework provides a coherent and relevant description of language, literacy and numeracy for incorporation into industry training.

4 The reference to common statements of competence will facilitate the creation of student pathways and cross-crediting arrangements within adult, community and further education, vocational education and training. Incorporation of these competence statements into non-accredited adult, community and further education curricula will further facilitate student pathways through such programs.

5 A program planning and referral matrix referenced to the Aspects and Stages of the Framework will facilitate statewide and regional coordination of programs and provide a basis for greater national consistency.

6 The coordinated trialling and evaluation of the Framework will test its reliability and validity for supplying some of the ingredients for a nationally consistent reporting system. The following are some of the advantages offered by the Framework from the perspectives of potential users.

Students will find the results of the application of the Framework useful for recognition of their prior learning and transfer of credit, for improving the portability of their credentials and the clarity of their career pathways, and for provision of assessments that genuinely reflect competence in language, literacy and numeracy.

Those engaged in preparing curricula will have a source of guidance and support for describing accurately the nature of language, literacy and numeracy competence in curricula. The Framework's competence statements can be used for informing learning outcomes in ABE, ESL, and industry training. Those teaching will have a resource to inform their theoretical and practical perspectives and consistent descriptors for competence that can be observed and reported on.

It will provide **industry** with a description of the complexity of language, literacy and numeracy related to training and changing workplace practices, within a functional structure able to accommodate industry's needs for identification of competence and credit transfer.

Providers will have a common language for describing the outcomes of provision. It will also assist program planners to classify types of provision with relation to priority targets.

Finally, in relation to **government departments**, the Framework has the potential to improve their services. The Department of Immigration and Ethnic Affairs will be able to improve the articulation of Adult Migrant English Program provision with other forms of vocational education and training and adult, community and further education. The Department of Employment, Education and Training will be able to use the Framework to improve the articulation between labour market programs, TAFE and community adult literacy programs and workplace English language and literacy programs.

Explaining the Framework

Communication

Communication consists of oral, written, mathematical, graphic or symbolic representations and those derived from gesture or expression, used singly or in combination. These can be unpacked into further components: the capacities to talk and listen; to read and write; to arrange, interpret and process mathematical concepts and ideas; to design, make, use and interpret images; and to make and interpret actions and gestures.

In conventional communication, these components frequently overlap and interact to the extent where they are rarely separable. Mathematics is embodied in language; written language is integral to graphic representation; much mathematical representation is symbolic or graphic; face-to-face oral communication is interpreted through the accompanying gestures; and so on. A sales transaction, for example, requires talk and listening between salesperson and customer, the reading of labels or other information, calculation of prices, perhaps a signature or the writing of an invoice, accompanied by non-verbal signals which are made and interpreted by both parties. *The components of this Framework are designed to reflect this integration and interaction of communicative activity.*

It should be noted that all the descriptions of language, literacy, numeracy competence are general. In each case the language/literacy/numeracy activity could be any of, or any combination of, graphical, mathematical, reading, listening, writing or speaking activities. Decisions to determine the nature and balance of these activities will be made at the points of curriculum design and delivery.

Competence with communication, social activity and work

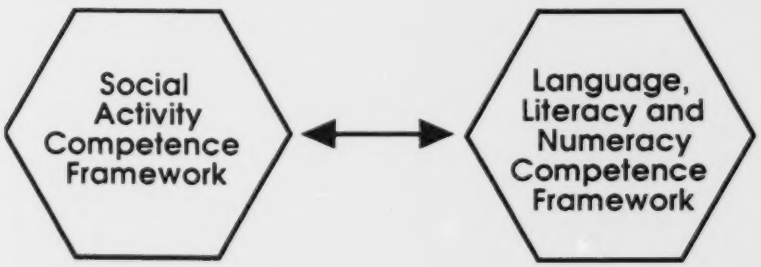
In this Framework, communication is seen to be at the heart of social activity and work in contemporary culture. The notion of work includes, for example, unpaid domestic work, voluntary community work and work entailed in formal study as well as paid employment.

All learning has a potential work value. As an obvious example, a general education that does not have an overt work orientation might ultimately lead to employment, paid or otherwise. The artificiality of some of the distinctions between paid employment, community involvement and domestic work is becoming increasingly evident. The skills and knowledge needed for a fulfilling life are frequently those required in the workplace and vice versa. Nowhere is this more obvious than in the area of communication. With workplace reform focused

DRAFT ©ACTRAC Products Ltd

on team work, flattening of organisational hierarchies, use of new technologies and increased emphasis on the social responsibility of work organisations, the need for both increased levels and an increased range of communicative competence is greater than ever before. *The design of this Framework is based on communicative interaction, broadly construed, which is found in work-related and other social contexts.*

From this analysis, an initial Social Activity Framework was developed as the basis for describing related language, literacy and numeracy competence. While the focus of this Project is on language, literacy and numeracy competence, the Social Activity Framework is included in this document (page 53) to help inform understanding of the Language, Literacy and Numeracy Framework and because of its potential for use in its own right as an instrument to develop and review courses for adults which have a strong social or integrated focus with less emphasis on the development of specific language, literacy and numeracy skills.



 DRAFT ©ACTRAC Products Ltd

Components of the Framework

Aspects of Competence

This Framework is constructed using six 'Aspects' of communication relating to:

- performing tasks;
- using technology;
- expressing identity;
- interacting in groups;
- interacting in organisations; and
- interacting with the wider community.

Performing Tasks: A task is a goal-oriented activity requiring behaviour appropriate to the context and always involving various forms of communication. The term used in this Framework for these types of communication is **procedural communication**.

Using Technology: Technology involves the use of tools, whether a spade or a computer. Increasingly, technologies involve media for information exchange fundamental to communication. Communication in this area involves instruction in, and reflection on, the use of technology and various media. This is referred to as **technical communication.**

Expressing Identity: Identity, which comprises personal attributes, histories and individual resources, is a critical aspect of all social activity. Communication is a fundamental part of building and strengthening personal identity and finding effective ways to express it in social contexts. This is referred to as **personal communication.**

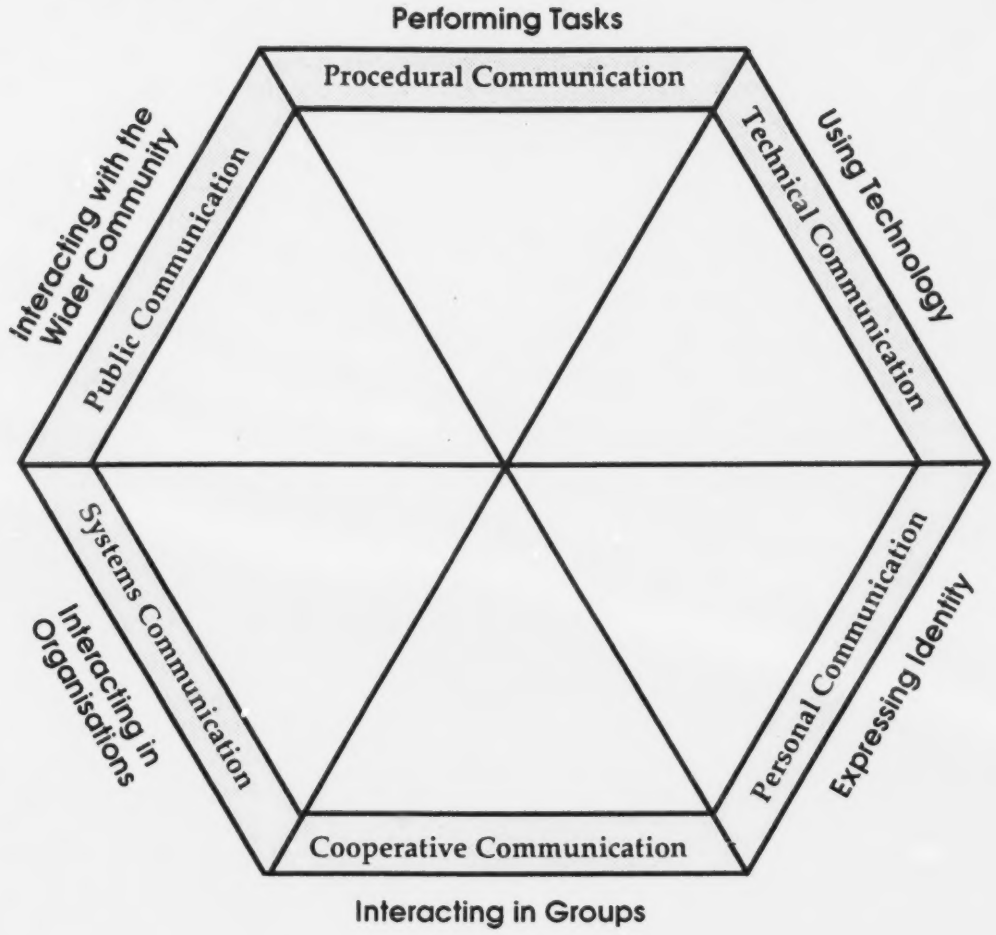
Interacting in Groups: Groups require extensive and continuous communication in order to function effectively. This is referred to as **cooperative communication**.

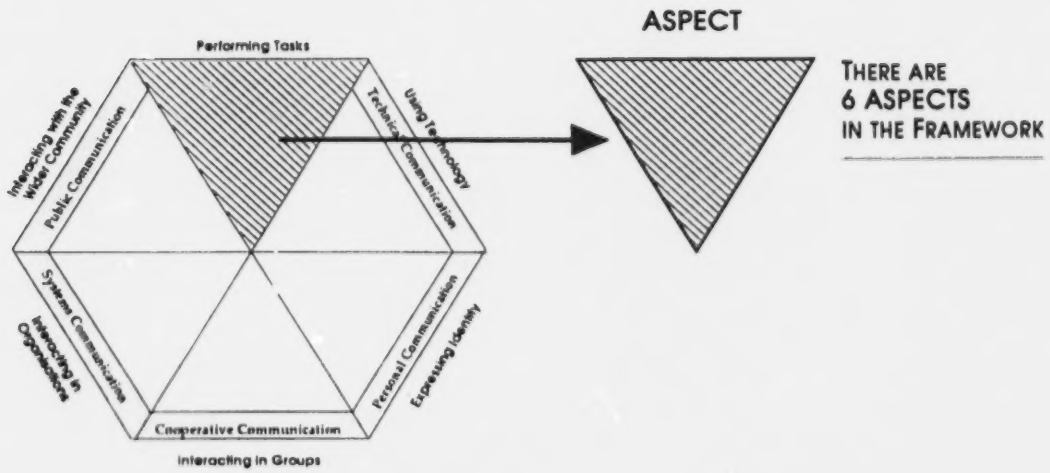
Interacting in Organisations: Individuals and groups operate in the context of social organisations and institutions which have their own distinctive formats and systems for operation. The communicative elements of the operation of such formats and systems is referred to as **systems communication.**

Interacting with the Wider Community: Organisations and institutions operate in a wider social or community context. Education and work in contemporary society extends far beyond schooling and the workplace to include the influence and messages of mass media and communications, public institutions and government, community and civic life. Social participation requires knowledge and the capacity to deal effectively with social and educational institutions and resources, rights and entitlements. Employment requires an understanding of the contexts for which goods and services are provided. The communicative elements of this process are referred to as **public communication.**

It should be made clear that these Aspects of communication are not discrete. At work, for example, you cannot have a task without technology and you cannot talk technically without talking procedurally. A person cannot operate effectively in a

FIGURE 2: ASPECTS IN THE FRAMEWORK





team while ignoring its members' identities. Each Aspect overlaps with, and is dependent on, the others, but enables tasks and social activities to be perceived from different vantage points.

Because of this interrelatedness and interdependence between the six Aspects of communication, a hexagon has been chosen to represent the Framework (figure 2).

Stages of Competence

This Framework includes three key stages in the development and use of competence in work and social activity – **assisted competence, independent competence and collaborative competence**.

These Stages draw broadly on recent work in the fields of cultural psychology and activity theory. This work explains development and learning as progress from using tools and technologies under the direction of an expert to independent and responsible use, to integration of practices with a larger group or organisational structure. These Stages involve a broadening and increasingly flexible and adaptable repertoire of competence from relatively simple activities to more complex, varied and integrated ones.

The Framework reflects a number of lines of development from Stage to Stage. These are:

- patterns in the development of language, literacy and numeracy competence;
- steps in the process of learning how to learn;
- stages in personal and social development;
- the development of career paths; and
- steps towards making optimal productive use of the resources that arise from cultural diversity.

These lines of development are elaborated below with relation to each specific Stage.

Stage: Assisted Competence

This Stage refers to the language, literacy and numeracy competence needed for:

- using language, literacy and numeracy for contexts which have a practical and personal orientation;
- assisted learning;
- taking responsibility for one's own learning in limited ways;
- communication requirements of jobs which require a limited degree of independence; and
- shifting from one cultural and/or linguistic/mathematical context to another.

Learning involves practising and performing tasks with expert assistance, building on and expanding existing knowledge and skills.

DRAFT © ACTRAC P

This assistance may take a variety of forms: for example, working alongside an expert/mentor/teacher who is advising on or modelling the performance of a task; or using instruction in oral or written form for guidance.

This is the conventional, common sense understanding of assistance as needing the help or intervention of another person. For the purposes of this Framework, assistance certainly means this, but much more as well. In addition, assistance means dependence on support structures – be they organisational, regulatory or technical – to undertake a task or social activity. So, for example, a person might appear to be working independently on a production line, without the immediate and literal assistance of another person, but they are nevertheless undertaking their role with assistance in a broader social sense measured in terms of levels of dependence on surrounding support structures.

Optimally, the assistance gives shape and structure to the activity with the learner actively involved. The competence which emerges under guidance entails not just the capacity 'to do', but also understanding of the wider purposes, applications and cultural relevance of the task or activity at hand.

Stage: Independent Competence

This Stage refers to the language, literacy and numeracy competence needed for:

- learning to use language, literacy and numeracy for engaging in a variety of contexts and reflecting on the relationships between these contexts;
- independent learning;
- taking on independent responsibility;
- communication requirements of jobs which require some degree of independence; and
- adapting the skills of one cultural, linguistic/mathematical context to another.

Through practice with assistance, individuals move towards the capacity to act independently.

Contemporary workplaces and community life rely on individuals' ability to perform independently, to use initiative to solve problems and to understand how their activities fit into the overall goals of organisations and institutions.

Competence at this stage involves acting independently in the interests of the community or work organisation and taking responsibility where appropriate.

Stage: Collaborative Competence

This Stage refers to the language, literacy and numeracy competence needed for:

- learning to use language, literacy and numeracy for acknowledging different perspectives and reflecting on the relationships between these;
- collaborative learning and mentoring;
- accepting responsibility as a member of a group, organisation and the larger community;

- jobs that require collaborative work and coordinating responsibility; and
- a fully multicultural social context where people move backwards and forwards between differing sets of cultural and linguistic/mathematical knowledge, skills and attributes and where differences are used as a positive resource.

In productive workplaces and community settings, high degrees of collaboration, teamwork and social integration are required. Individual competence is necessary but insufficient for effective achievement of goals.

Collaborative competence involves seeing how one's standpoint, purposes, background and activities can contribute to the larger goals of a group, an organisation or a community.

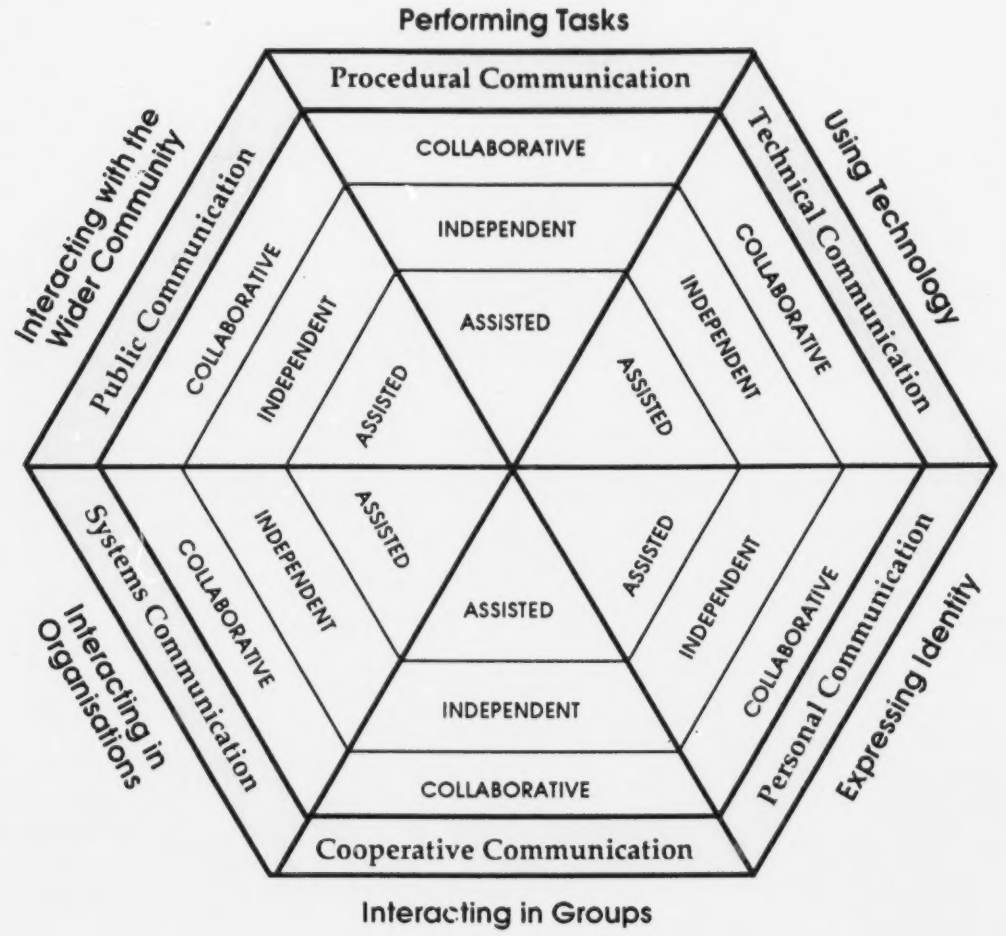
Responsibility at this level requires the recognition, evaluation and mediation of a variety of perspectives. It also customarily involves longer-term and broader construction of issues.

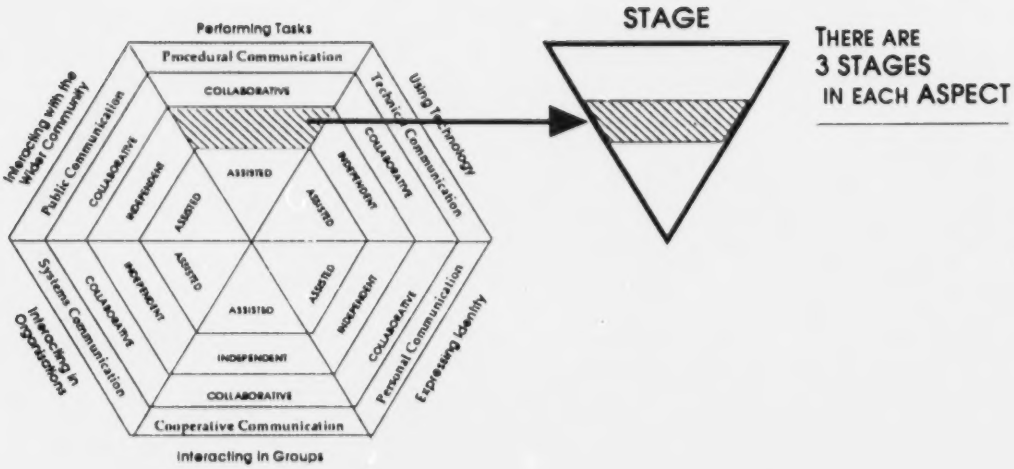
Identifying Stages of Competence

Several matters should be taken into account when identifying Stages of Competence.

- Adult learners enter programs with mixed repertoires of competence. For example, an adult basic education student may be able to perform a range of tasks independently with a specific technology, but may require assistance to work in a team. In contrast, a person might have sophisticated competence for working in community groups and small teams, but may need assistance in dealing with particular forms of technology. It is equally likely that some, perhaps most, learners will be proficient independently and collaboratively with some tasks, but will require assistance with others. *These Stages do not apply as a general categorisation of a person and his or her level of competence and should never be used as such. They are intended to be context-specific.*
- Learners may demonstrate differential competence in first and second languages. For example, some learners of non-English-speaking backgrounds who display collaborative competence at certain activities in their first language may need help to undertake the same activities in English.
- The development of competence presumes a broadening repertoire. At the 'independent' stage, there will still be times when a learner will need assistance with new or unfamiliar tasks, technologies or contexts. At the 'collaborative' stage, there will still be instances of both assisted and independent competence, in the context of collaborative activity. The statements of competence listed under particular Stages are expressed as exit-level descriptions. They mark out, broadly rather than narrowly, explicit thresholds.
- Because the Stages are meant to describe broadening repertoires of competence, movement from the 'assisted learning' to the 'collaborative' stage may not require the reflection of competence according to all the statements included at the previous Stages. In different work, local programs and other contexts, a differing mix may be relevant and appropriate.

FIGURE 3: STAGES IN THE FRAMEWORK





Phases of Learning

Each Aspect/Stage segment of the Framework includes a sub-division of 'Phases' which have implications for the way teaching and learning occur. It is important to stress that these divisions are devices for categorising competence at each of the three Stages.

They are not necessarily in a linear sequence although 'reflecting on experience' and 'engaging in activities' typically precede 'broadening applications' and 'critically reviewing'. They are suggestive of four 'moments' of pedagogy:

Reflecting on experience: working out what the communication or practical issues are in relation to previous experiences or expectations, and reflecting on prior performance and capacities.

Engaging in activities: involvement in activities designed to improve the level of knowledge and skill of the participant.

Broadening applications: extending knowledge and performance and finding and exploring relationships with other issues and activities.

Critically reviewing: assessing outcomes and consequences and making plans for further courses of action.

FIGURE 4: PHASES IN THE FRAMEWORK

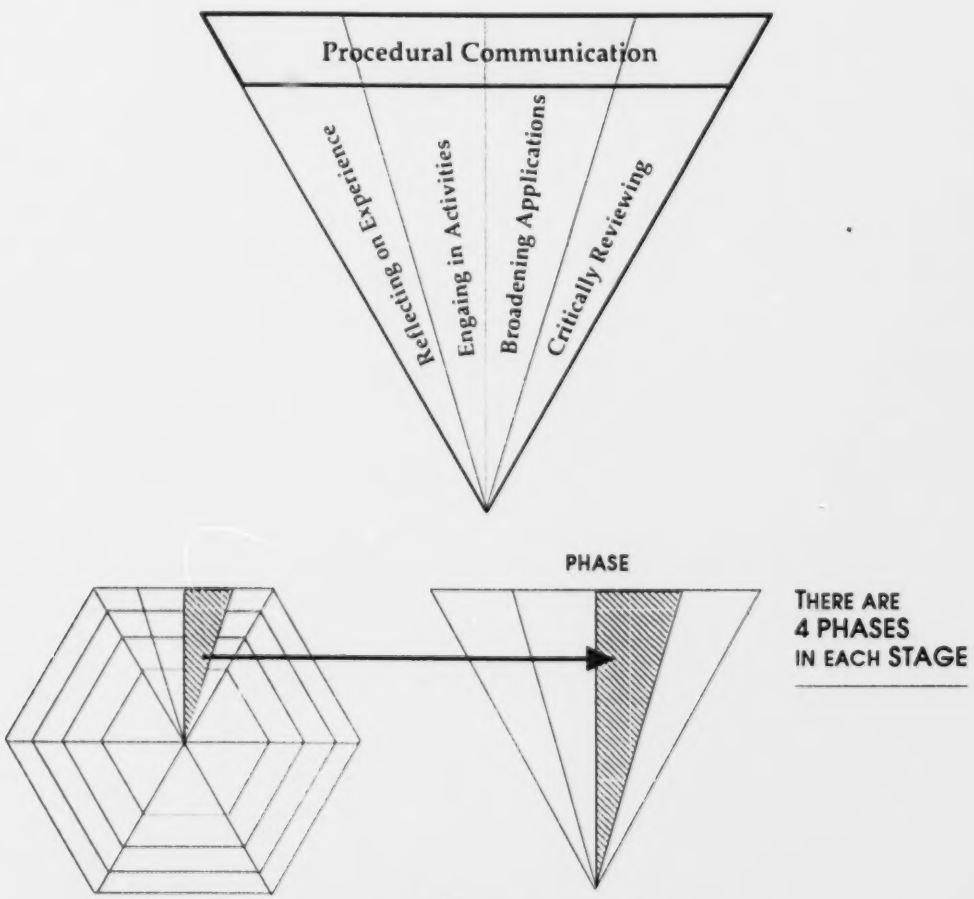
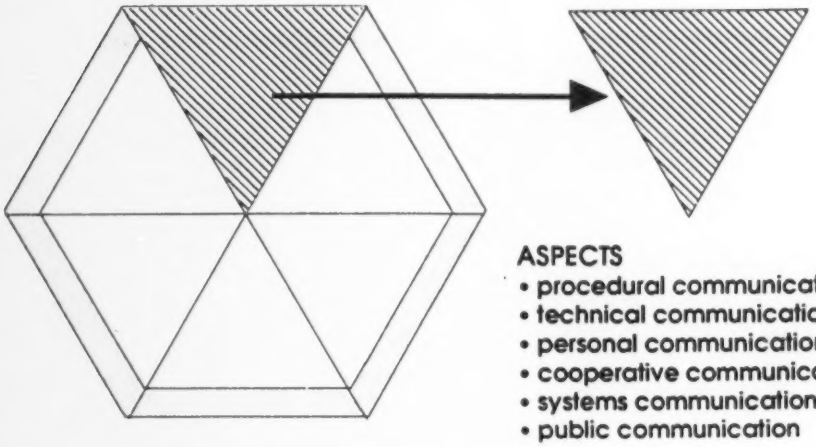
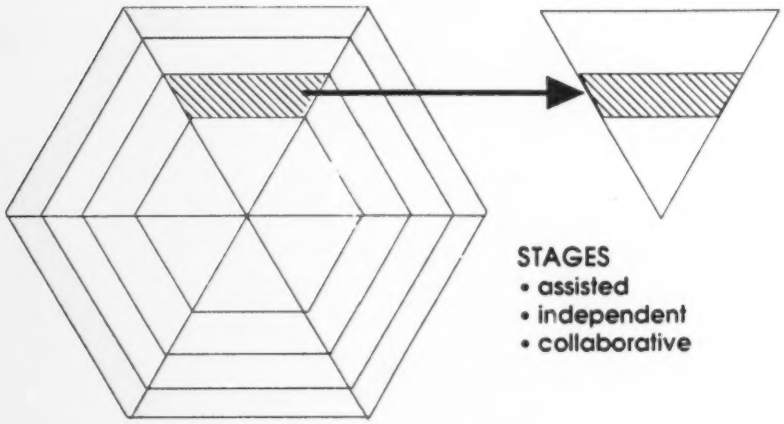


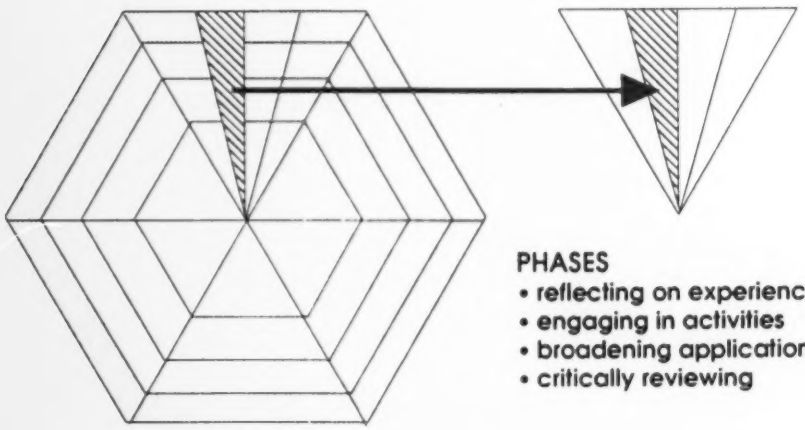
FIGURE 5: ASPECTS, STAGES AND PHASES IN THE FRAMEWORK



ASPECTS
- procedural communication
- technical communication
- personal communication
- cooperative communication
- systems communication
- public communication



STAGES
- assisted
- independent
- collaborative

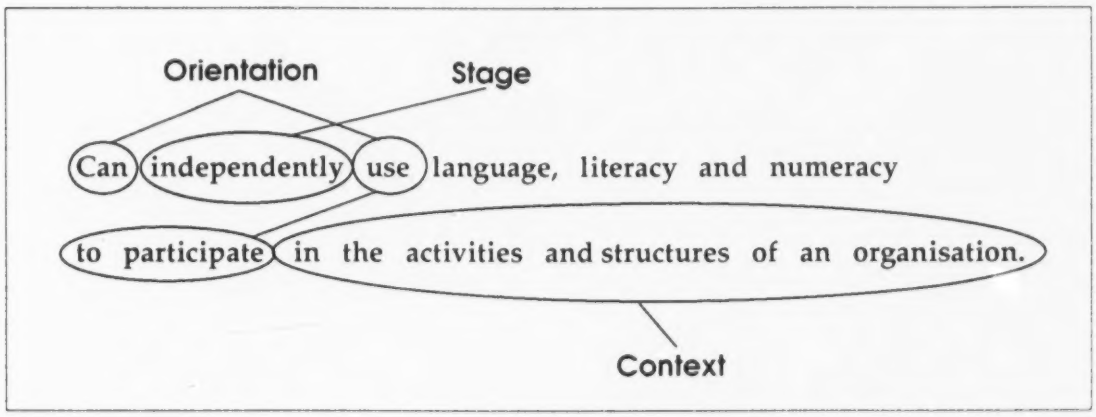


PHASES
- reflecting on experience
- engaging in activities
- broadening applications
- critically reviewing

The Competence Statements

Each of the Framework's 18 segments contains a summary Statement of Competence which is elaborated in terms of the Phases of Learning. The Phases of Learning provide more detailed statements of the development of competence at each stage of an Aspect. Examples of each Phase are also given. Each of these statements has three components – **orientation, stage** and **context.**

FIGURE 6: ORIENTATION, STAGE AND CONTEXT


Orientation
Stage
Can independently use language, literacy and numeracy
to participate in the activities and structures of an organisation.
Context

Orientation: Each statement and example begins with a verb specifying a function and use of language, literacy and numeracy.

Stage: Each Statement specifies a component which marks a qualitative differentiation from other Stages (i.e. 'with assistance', 'independently' and 'collaboratively'). It is in this part of the Statement that the increased control and manipulation of the language resources is captured.

Context: Each Competence Statement specifies a context in general terms, tying it to one of the six Aspects of Competence (for example, in teams and groups, in relation to an organisation's goals, or community needs etc).

The **examples** which follow the Statements are intended to provide complementary and explanatory information. Where several examples are offered, it is not intended to mean that each is to be performed or completed. They are guidance for more concrete teaching and learning activities in context.

There are two developmental aspects to language, literacy and numeracy progression:

- **Across the Stages**: Increasing ability across the Stages is mainly concerned with increasing autonomy: the movement from assisted to independent to collaborative uses of language, literacy and numeracy as forms of social action.

This movement involves an increasing ability to draw on and manipulate language, literacy and numeracy resources appropriate to the social activity. This increasing ability ranges from basic uses of these resources to more complex, flexible and strategic uses.

- **Within the Stages**: Movement within the Stages of language, literacy and numeracy competence is across several broad continua: from familiar to unfamiliar texts, tasks and contexts; from commonsense, everyday to more technical, specialised texts, tasks and contexts; from concrete to abstract, and from singular to multiple texts, tasks and discourses. Note that the Competence Statements, as exit-level statements, do not contain indications of this movement.

It should also be noted that all the descriptions of language/literacy/numeracy competence are general. In each case, the language/literacy/numeracy activity could be either reading or listening, or writing or speaking or mathematics, or a combination of all of these modes of communication.

Some General Principles of language, literacy and numeracy development within Stages

Two important variables in the development of language, literacy and numeracy competence are complexity and familiarity.

Complexity focuses on the task itself and can be specified relatively independently of the characteristics of the learner. By contrast, familiarity is focused on the learner's relationship with the text or task at hand and is based on what learners already know and can do.

Complexity

Four main factors influence the complexity of a text or task:

- technicality: how specialised the language being used in the text or task is;
- abstraction: how far a text or task is removed from immediate experience of actual events or situations;
- orientation: how a text or a task is intended to affect others, i.e. its function; and
- performance strategies: strategies required for producing texts or completing tasks.

Each of these factors is separately described, although in practice they overlap significantly.

Technicality measures the distance between the meanings of the language and mathematics in a text or task and everyday understandings, language and mathematics. For example, the specialised knowledge of a trade or profession is reflected in a high degree of technical language or 'jargon'.

Increasing technicality increases the complexity of a task or text:

- when technical meanings are introduced in new concepts and distilled in new wordings,

  e.g. introducing the term '-1' ('negative one') radically changes most learners' existing concept of number as something tied to counting objects, or

- when new technical meanings are superimposed on existing words and meanings,

  e.g. taking an existing word such as 'competence' and redefining it technically as the 'knowledge, skills and attributes underlying competent performance in work' significantly reworks its previous non-technical meaning.

The process of developing new meanings by creating new words and concepts or by changing the meaning of old ones involves a lot of explicit definition, classification and explanation which is in turn reflected in increasingly complex grammar, sentences and/or processes.

Abstraction refers to our ability to use linguistic and/or mathematical symbols, concepts and ideas to represent things absent from the immediate context. The more abstract a text or task, the less constrained it is by the immediate situation and the more it is shaped by its goal of portraying other situations. Thus, explaining how a piece of technology works is more abstract than showing someone how to use it; producing a budget for the forthcoming year is more abstract than counting the change in your purse.

A higher degree of abstraction demands increasing levels of competence because understanding and describing the linguistic and mathematical meanings of a text or a task cannot rely on practical knowledge of the immediate situation only. This is particularly the case when learners engage with a variety of contexts and need to reflect on the relationship between these, as in the 'independent' stage of the Framework.

Orientation is the first part of each Competence Statement in this Framework. It specifies the function of language and mathematics by referring to the means that someone uses to affect others by producing a text or performing an activity. Are they describing something? Are they analysing something? Are they persuading someone? Are they arguing for something? Are they trying to reconcile varying points of view or interest?

Increasing complexity of orientation also means increased complexity in the way the activity or text is attempting to act on, or influence, our views and attitudes towards situations, objects, events, contexts, texts, other people and their interests and viewpoints.

For example, an increasing complexity of orientation can be observed in the movement from describing to comparing and contrasting to analysing to interpreting to re-interpreting to negotiating a new interpretation. We can simply describe a political party. We can also compare and contrast it with other parties. Or we can analyse it by importing a framework from a discipline and thus construe it in terms of its history, world trends or the economic interests of its constituency. Or we can

interpret it by taking up a particular standpoint and construing it from that vantage point. Thus we might interpret it according to its attitude to health care. Or we can re-interpret it by describing previous interpretations and then argue against these former interpretations in favour of a new interpretation. Or we can negotiate a new interpretation with others by using a vocabulary that integrates a range of differing views.

The same sort of process occurs with mathematical texts and their use. This is especially apparent, for example, in the way that statistics such as those about unemployment levels, or surveys on voting intentions, are used to influence wider community views. But one can also connect orientation with the way proofs are used to show that a particular proposition (whether within the field of mathematics or another field) is true or false.

Increasing the complexity of orientation typically involves increases in both abstraction and technicality. This is because the greater the complexity in the way a text or task interacts with other views, ideas and perspectives, the more language and mathematics must be used to consider and assess other meanings.

Performance strategies are those general processes and procedures employed in completing social activities. Included here are strategies to do with planning, drafting, editing, predicting and checking.

Increasing text and/or task complexity demands increased procedural strategies to cope with such matters as deadlines, length of texts, how closely scrutinised the text/task will be, the significance of the longer-term consequences of the text/task, the number of fields of knowledge or practice being woven together, and so on.

Familiarity

The second major variable, familiarity, focuses on the way that learners' backgrounds relate to what they have to do. Does this background, based on the linguistic, mathematical, cultural and social history of the learner, match up with the demands of the tasks or texts at hand?

How familiar is the learner with:

- the degree of technicality in the text or task?
- the degree of abstraction in the text or task?
- the orientation of the text or task?
- performance strategies for producing the text or completing the task?

The learners' familiarity with the language and mathematical code is an important factor.

Learners' knowledge of English language systems and codes and knowledge and understanding of mathematical concepts, processes and language will play a part in determining the degree of difficulty of a particular competence.

These Principles of complexity and familiarity will be used by practitioners and curriculum writers to inform both curriculum development and implementation. In particular, the General Principles will influence the specification of what the learner will be able to do and will know after completing a course.

Using the Framework

Its intended uses

This is a useful point at which to review the intended purposes of the Framework. **It is intended to guide and inform the development and review of specific programs for learning in English language, literacy and numeracy.** It should also operate as a nationally consistent reference point for discussing the nature of individual progress, for the recognition of prior learning, for program planning, for professional development, for industry training, and for future research and evaluation. It is not, by itself, a curriculum or program, but is intended for use in a wide range of contexts and for a wide range of purposes, hence its level of generality.

Key assumptions about the use of the Framework

There are a number of assumptions underlying the Competence Framework that are critical to its effective and equitable application. They are as follows:

- There is no lock-step developmental sequence of competence that any individual or client group will automatically reflect. Individuals or client groups will map differently onto the Framework, according to experience of formal education, background, first language and many other social and cultural factors.

  This is a strength of the Framework: it allows for program planning and placement, while stressing and valuing differences and encouraging the recognition of existing strengths and prior experiences.

- The Framework does not describe three sharply discrete stages in the development of competence. The Stage descriptions generalise about exit levels. More specific descriptions of transition points will need to be developed to accord with the nature of the context. These should be guided by the Framework in order to establish standards of performance within particular curricula.

- These statements of competence are presented in relation to the learner, but assume that the learning experience in a diverse community, workplace or classroom is an interactive experience, a dialogue involving much cross-cultural communication. Learners may, in some instances, serve as 'teachers' from the point of view of their own cultural backgrounds and experiences. At the very least, the learner is a co-participant with the teacher or mentor.

- The notion of competence does not eliminate discrimination. It can, nevertheless, be a useful tool in identifying and combatting discrimination by focusing on the notion of

FIGURE 7: AN EXAMPLE OF A LEARNER PROFILE DEVELOPED FROM THE FRAMEWORK

- **Procedural communication:** Can independently use language, literacy and numeracy to select and apply the procedures and strategies needed to perform a range of tasks responsibly. Needs assistance when confronted by new tasks.
- **Technical communication:** Can, with assistance, use language, literacy and numeracy to follow a sequence of instructions to use a technology or medium and learn new information or skills about a technology or a medium. Needs further support in mastering technology when confronted with initial or revised instructions.
- **Personal communication:** Can, in collaboration with others, use language, literacy and numeracy to use the knowledge and resources of the group in the formulation of personal goals, reconcile personal and group goals in a changing group context, and review performance related to personally set goals.
- **Cooperative communication:** Can independently use language, literacy and numeracy to meet the goals of a team or group, develop new skills that serve the changing needs of a team or group, and assess group performance.
- **Systems communication:** Can, with assistance, use language, literacy and numeracy to participate in the activities, structures and goals of an organisation. Can fulfil allocated role in an organisation and contribute responsibly to the overall functions and objectives of the organisation.
- **Public communication:** Can, with assistance, contribute responsibly to the achievement of the functions and objectives of community groups, learn about the ways individuals, groups and organisations can contribute to achieving community objectives, and assert personal rights and entitlements within a community.

	Procedural communication	Technical communication	Personal communication	Cooperative communication	Systems communication	Public communication
Assisted Competence		■			■	■
Independent Competence	■			■		
Collaborative Competence			■			

independently established merit. More importantly, the Framework can broaden understandings of what competence in communication entails.

- Teaching to different stages of competence involves differing teaching styles. If the goal was simply to achieve competence in assisted learning, direct instruction alone would be adequate. However, the Framework is intended to clearly express the significance of working towards independent and collaborative Stages of Competence. Independence and collaboration are styles of learning, as well as stages of competence which may need to be fostered in the classroom or workplace.

The Implications of the Framework for curricula

This Framework has implications for the orientation, content and form of language and literacy and numeracy curricula. It provides a social and cultural basis for making decisions about curricula relating to appraisals of overall student needs and program goals.

To plan and implement a curriculum requires:

- ***a language for talking about communication*** (in the Framework this is described as ways of talking and knowing about oral, written, mathematical, graphic, symbolic and behavioural representation);
- ***the practice of performance in real and/or approximated community and institutional settings*** (in the Framework this is described as contextual use of communication to perform tasks, use technologies and media, interact in groups, in institutions and with the wider community);
- ***sequencing of activities to encourage development*** (in the Framework this is seen as being from assisted learning to independent learning to collaborative learning);
- ***sequencing of activities to encourage effective learning*** (in the Framework this is described as reflecting on experience, engaging in activities, broadening applications and critically reviewing what has been done and learned).

The Framework provides guidance for each of these requirements. It assumes, however, that formulating the details about pedagogy, content and contexts is the responsibility of educators and trainers in community and institutional settings.

Using the Framework to develop curricula

Curriculum development requires a reconciliation of employer/community contexts, and institutional and learner contexts, in order to establish curriculum needs and goals. Appropriate content and methodology can then be selected.

This first process should provide the curriculum developer with all the information required for planning a course or program so that it is related to individual and/or group needs.

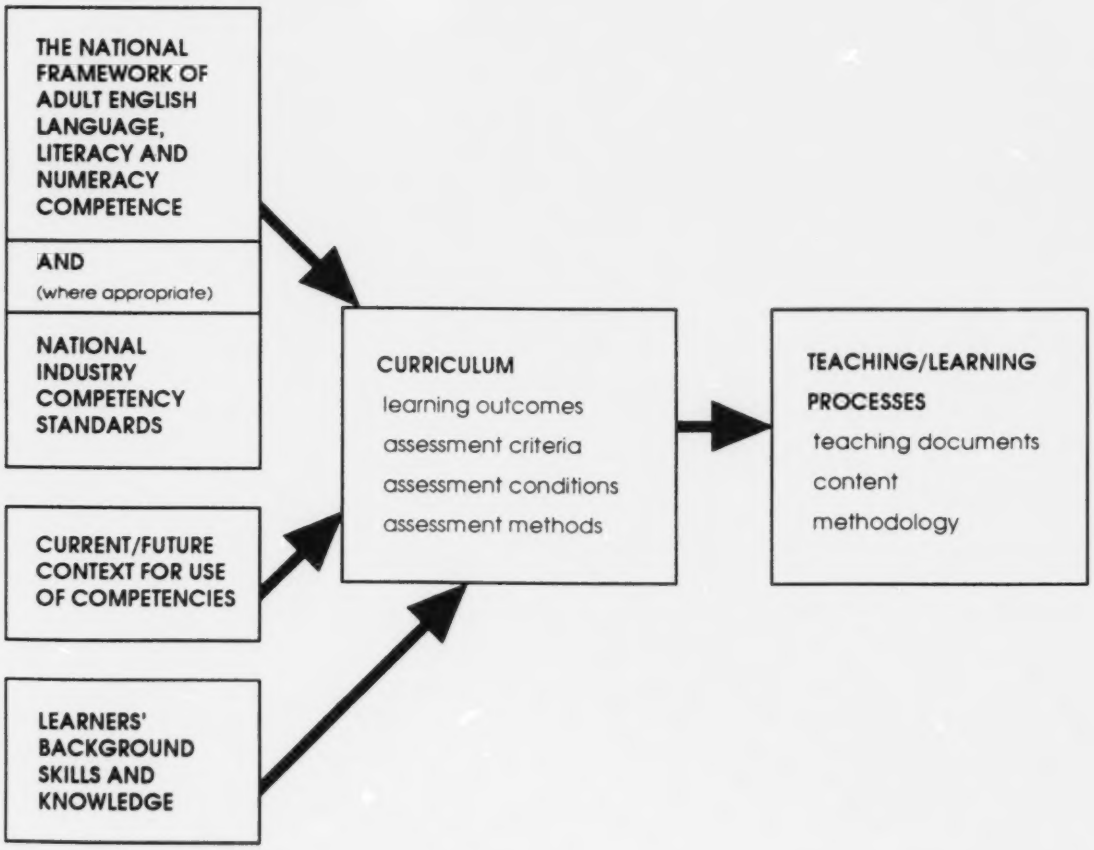
Curriculum developers will then need to identify Aspects and Stages on which to focus. These are the organising points for curriculum writing. It is expected that national consistency will

emerge from widespread use of the Aspects and Stages. It should be noted that a given individual or group will be located at differing Stages in the various Aspects of Competence.

In establishing curriculum goals, developers then refer to the set of competence statements associated with the selected Aspects and Stages. In the case of industry training, industry competence standards would be the first point of reference, with the National Framework's Competence Statements providing the language, literacy and numeracy details necessary for industry competence.

Next, developers could interpret and use these competence statements to guide the formulation of the course content and methodology at a practical level. Comparison of the specific contents and delivery of courses will not be a means of establishing levels of competence; performance by participants related to the Statements of Competence is intended to achieve this purpose.

FIGURE 8: USING THE FRAMEWORK TO DEVELOP CURRICULA



The assessment consequences of the Framework

The Framework is not, by itself, an assessment instrument. However, it does provide general descriptions of exit-level competence from various Stages of development in various Aspects of communicative competence, and is a basis for the preparation of more specific learning outcomes.

It enables some forms of assessment while precluding others and suggests the following consequences:

- The purpose of assessment of competence is not to sort or grade in any final way, but to describe what people can do, and what they might need to do, to progress.
- This Framework is intended to set nationally applicable language, literacy and numeracy Statements of Competence. Assessment of competence, however, has to be locally and contextually specific : to a task, a job and/or a community.
- Assessment and reporting based on this Framework begins the process of ensuring comparability. Learners in formal education settings, moreover, should be able to see the connections between education and work or community life as these Statements of Competence gain wider acceptance among employers and in the community generally.
- In line with the focus on competence as a social activity, assessment needs to be holistic and based on complete activities.
- Because competence is a relationship between knowing and doing, assessment must reflect this. This means that multiple and varied forms of assessment are required. It also means that assessment needs to relate directly to specialised contents and specific contexts. Generic or generalised tests to determine competence are inappropriate for use in relation to this Framework and, in fact, to determine communicative competence generally.
- Competence is inferred from performance. These inferences need to be drawn from multi-faceted processes of data collection and not from norm- and criterion-referenced tests alone. Tests of competence need to assess synthesis, application and relation of practice to theory.

DRAFT ©ACTRAC Products Ltd

The National Framework of Adult English Language, Literacy and Numeracy Competence

ASPECT		PROCEDURAL COMMUNICATION for performing tasks		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use language, literacy and numeracy to perform procedures and strategies for completing tasks.	Can independently use language, literacy and numeracy to perform procedures and strategies for completing tasks.	Can, in collaboration with others, use language, literacy and numeracy to perform procedures and strategies for completing tasks.
PHASES	by REFLECTING ON EXPERIENCE	• Address differences between previous cultural experience and knowledge and that required to complete specific new tasks • Address differences between existing linguistic and mathematical knowledge and that required to complete specific new tasks	• Relate cultural experience and knowledge to those procedures and strategies needed to perform a range of tasks • Relate linguistic and mathematical knowledge to those procedures and strategies needed to perform a range of tasks	• Use diverse cultural experience and resources to establish alternative approaches for completing an integrated range of tasks • Use diverse linguistic and mathematical knowledge and resources to establish alternative approaches for completing an integrated range of tasks
	by ENGAGING IN ACTIVITIES	• Complete a task • Accept responsibility for particular tasks under the direction of a mentor or teacher	• Select and apply the procedures and strategies needed to perform a range of tasks • Take responsibility for performing a range of tasks	• Use and coordinate the resources and decisions of others to perform an integrated range of tasks • Take responsibility for an integrated range of tasks
	by BROADENING APPLICATIONS	• Apply new procedures to perform a task or develop new approaches to a task • Learn new procedures needed to complete a task	• Learn new ways to perform a range of tasks • Apply new procedures and strategies to complete a range of tasks	• Coordinate and integrate different skills and perspectives in order to create new approaches for completing an integrated range of tasks • Create new approaches for completing an integrated range of tasks
	by CRITICALLY REVIEWING	• Identify problems in the procedures for performing a task, and suggest solutions for improving them • Participate in evaluating the processes, procedures and strategies necessary for performing a task	• Solve problems in the procedures and strategies used to complete a range of tasks • Participate in evaluating the procedures and strategies used to complete a range of tasks	• Use the diverse resources of others to solve problems in the current approaches to an integrated range of tasks • Negotiate new ways of evaluating the approaches used for completing an integrated range of tasks

ASPECT		TECHNICAL COMMUNICATION for using technology		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use language, literacy and numeracy to use a specific technology or medium.	Can independently use language, literacy and numeracy to use a range of related technologies or media.	Can, in collaboration with others, use language, literacy and numeracy to mediate and negotiate different perspectives for a range of contexts and technologies.
PHASES	by REFLECTING ON EXPERIENCE	• Address differences between previous cultural experience of technologies or media and the requirements of a specific new technology or medium • Address differences between linguistic andmathematical experience of technologies or media and the requirements of a specific new technology or medium	• Relate the requirements of a range of technologies and media to cultural experience and resources • Relate the requirements of a range of technologies and media to linguistic and mathematical experience and resources	• Use diverse cultural experience and resources to establish alternative approaches in the use of integrated technologies and media • Use diverse linguistic and mathematical experience and resources to establish alternative approaches in the use of integrated technologies and media
	by ENGAGING IN ACTIVITIES	• Follow a sequence of instructions to use a technology or medium • Take responsibility for the use of a specific technology or medium	• Select and coordinate a range of related technologies or media • Take responsibility for the use of a range of related technologies or media	• Select and coordinate a range of integrated technologies or media for use with a group • Take responsibility for the coordination of a range of integrated technologies and media
	by BROADENING APPLICATIONS	• Learn new information or skills about a technology or medium • Work in new ways with a technology or medium	• Acquire new knowledge or skills about a range of related technologies or media • Use new knowledge or skills in working with a range of related technolgoies or media	• Exchange knowledge about a range of integrated technologies and media • Use the different knowledge and skills of others to create new technologies or new approaches to technologies or media
	by CRITICALLY REVIEWING	• Identify problems with a technology or medium and suggest solutions • Evaluate the application of a technology or a medium	• Identify and solve problems with technology • Evaluate and review the application of a range of related technologies or media	• Identify and solve problems with technology or media • Evaluate the validity and significance of the operation of integrated technologies or media

ASPECT		PERSONAL COMMUNICATION for expressing identity		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use language, literacy and numeracy to develop knowledge and resources that arise from personal identity.	Can independently use language, literacy and numeracy to develop knowledge and resources that arise from personal identity.	Can, in collaboration with others, use language, literacy and numeracy to develop knowledge and resources that arise from personal identity.
PHASES	by REFLECTING ON EXPERIENCE	• Apply cultural background and experience to influence new contexts • Apply linguistic and mathematical background and experience in new contexts	• Apply cultural background and experience to influence a range of contexts • Apply linguistic and mathematical background and experience to influence a range of contexts	• Develop cultural differences and experience as resources in achieving personal goals and those of the group or organisation • Develop linguistic and mathematical differences and experience as resources in achieving personal goals and those of the group or organisation
	by ENGAGING IN ACTIVITIES	• Select personal knowledge and resources relevant to specific contexts • Accept responsibility for developing and using personal knowledge and resources	• Select personal knowledge and resources relevant to a range of contexts • Accept responsibility for developing and using personal knowledge and resources	• Use the knowledge and resources of the group in the formulation of personal goals • Accept responsibility for actions taken towards achieving personal, group or organisational goals
	by BROADENING APPLICATIONS	• Broaden personal knowledge and resources by gaining access to other resources • Bring to bear old and new personal knowledge and resources on specific contexts	• Broaden personal knowledge and resources by gaining access to other resources • Use new personal knowledge and resources in a range of contexts	• Gain access to a range of cultural resources to enhance personal knowledge and resources • Develop knowledge about the formulation of new goals
	by CRITICALLY REVIEWING	• Tackle challenges in the development of personal knowledge and resources • Assess progress towards personally set goals	• Assert personal rights • Evaluate performance in relation to personally set goals	• Reconcile personal and group goals in a changing group, organisational or other social context • Review performance related to personally set goals

BEST COPY AVAILABLE

ASPECT		COOPERATIVE COMMUNICATION for interacting in groups		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use language, literacy and numeracy to participate in teams and groups.	Can independently use language, literacy and numeracy to participate in teams and groups.	Can, in collaboration with others, use language, literacy and numeracy to participate in teams and groups.
PHASES	by REFLECTING ON EXPERIENCE	• Apply personal cultural background and experience to the work of a team or group • Apply personal linguistic and mathematical background and experience to the work of a team or group	• Relate personal cultural background and experience to overall team or group objectives • Relate personal linguistic and mathematical background and experience to overall team or group objectives	• Negotiate the varied cultural resources of the team or group members as a resource for achieving common purposes • Negotiate the varied linguistic and mathematical resources of the team or group members as a resource for achieving common purposes
	by ENGAGING IN ACTIVITIES	• Take on a specific role in a team or group • Take on specific responsibilities in a team or group	• Use material resources and information to meet the goals of a team or group • Take independent responsibility in a group context	• Contribute personal resources and experience to the task of the team or group • Take responsibility in a group context
	by BROADENING APPLICATIONS	• Learn in a team or group context • Apply skills of teamwork or group work in order to achieve group goals	• Develop knowledge about meeting the goals of a team or group • Develop new skills that serve the changing needs of a team or group	• Use the various resources of the team or group in the collaborative production of knowledge • Develop new skills to serve the changing needs of the team or group
	by CRITICALLY REVIEWING	• Solve problems within a group context • Assess personal performance in a team or group	• Assert rights within a group • Assess group performance	• Negotiate rights and entitlements within a group • Assess group performance

ASPECT		SYSTEMS COMMUNICATION for interacting in organisations		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use language, literacy and numeracy to participate in the activities, structures and goals of an organisation.	Can independently use language, literacy and numeracy to participate in the activities, structures and goals of an organisation.	Can, in collaboration with others, use language, literacy and numeracy to formulate the activities, structures and goals of an organisation.
PHASES	by REFLECTING ON EXPERIENCE	• Address differences between prior cultural background and experience and the activities, structures and goals of an organisation • Address differences between prior linguistic and mathematical background and experience and the activities, structures and goals of an organisation	• Relate prior cultural background and experience to the goals of an organisation • Relate prior linguistic and mathematical background and experience to the goals of an organisation	• Develop the cultural background and differences of the members of an organisation as a resource for serving its common purposes • Develop the linguistic and mathematical background and differences of the members of an organisation as a resource for serving its common purposes
	by ENGAGING IN ACTIVITIES	• Fulfil allocated roles in an organisation • Contribute responsibly to the overall functions and objectives of the organisation	• Operate within the structures of an organisation to meet its goals • Contribute responsibly to the culture and objectives of an organisation	• Formulate alternative ways of achieving the overall goals of an organisation • Assume responsibility for contributing to shaping the culture of an organisation
	by BROADENING APPLICATIONS	• Learn the overall functions and objectives of an organisation • Deploy new skills and adopt new ways of operating within an organisation	• Gain access to knowledge that meets the goals of an organisation • Deploy new skills that serve the changing needs of an organisation	• Deploy the resources of the whole organisation to produce knowledge that might further shape the organisation • Participate in organisational change
	by CRITICALLY REVIEWING	• Assert rights and entitlements within an organisation • Evaluate the participant's role in relation to the overall objectives of the organisation	• Assert rights and entitlements of individuals and groups within an organisation • Evaluate organisational performance	• Negotiate the rights and entitlements of individuals and groups within the organisation • Evaluate organisational performance

ASPECT		PUBLIC COMMUNICATION for interacting with the wider community		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use language, literacy and numeracy to participate in community structures and activities.	Can independently use language, literacy and numeracy to participate in community structures and activities.	Can, in collaboration with others, use language, literacy and numeracy to construct alternative community structures and activities in response to changing social need.
PHASES	by REFLECTING ON EXPERIENCE	• Address differences between previous and current cultural experience of community structures and those of new communities • Address differences between prior linguistic and mathematical experience of community structures and those of new communities	• Relate cultural background and experience to relevant situations in broad community contexts • Relate linguistic and mathematical background and experience to relevant situations in broad community contexts	• Interact in diverse cultural community contexts, using the diversity of others as a resource • Use the linguistic and mathematical resources of others to establish and adapt community structures and functions
	by ENGAGING IN ACTIVITIES	• Participate in community structures and activities • Contribute responsibly to the achievement of the functions and objectives of community groups	• Participate in community structures to meet established objectives • Assume responsibility for personal actions in contributing to the functions of a community group or representing a community group	• Formulate community structures, goals and functions with regard to the needs of individuals, groups and organisations • Assume responsibility for the conduct of a community group or organisation
	by BROADENING APPLICATIONS	• Learn about the ways individuals, groups and organisations can contribute to achieving community objectives • Deploy new skills to undertake different roles within community structures	• Gain access to and apply knowledge about available community resources to achieve community objectives • Interact with individuals, groups and organisations on behalf of community groups	• Develop new knowledge and skills by drawing on a range of personal and community resources • Represent the interests of individuals, groups and organisations in community forums
	by CRITICALLY REVIEWING	• Assert personal rights and entitlements within a community • Evaluate the participant's personal role and goals with relation to those of a community group	• Assert a participant's personal rights and entitlements and those of others in a community • Evaluate individual and group roles in achieving community objectives	• Negotiate individual rights and entitlements relative to community structures and objectives • Evaluate the relationships that exist between individuals, groups and organisations in a community

BEST COPY AVAILABLE

The National Framework of Adult English Language, Literacy and Numeracy Competence in detail

Each page details an Aspect: the Competence Statement and the four Phases through which this competence may be achieved.

DRAFT ©ACTRAC Products Ltd

PROCEDURAL COMMUNICATION for performing tasks

Stage: Assisted Competence

Can, with assistance, use language, literacy and numeracy to perform procedures and strategies for completing tasks.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, with assistance, to:*

- address differences between previous cultural experience and knowledge and that required to complete specific new tasks.
  - e.g. Discuss how the procedures and strategies required for a new task relate to previous knowledge and experience.
    Use existing cultural similarities and differences to interpret requirements of a new task.
- address differences between existing linguistic and mathematical knowledge and that required to complete specific new tasks.
  - e.g. Discuss linguistic differences in instructions.
    Use existing linguistic and mathematical similarities and differences to interpret requirements of a new task.

*By **Engaging in Activities**, use language, literacy and numeracy, with assistance, to:*

- complete a task.
  - e.g. Describe, predict and check outcomes of a task.
    Describe the purposes and procedures of a task.
- accept responsibility for particular tasks under the direction of a mentor or teacher.
  - e.g. Provide clear instructions and information.
    Request clarification and additional information.

*By **Broadening Applications**, use language, literacy and numeracy, with assistance, to:*

- apply new procedures to perform a task or develop new approaches to a task.
  - e.g. Follow technical information from written sources to learn new procedures and strategies for performing tasks.
- learn new procedures needed to complete a task.
  - e.g. Describe how existing knowledge of procedures and strategies can be transferred to other tasks.

*By **Critically Reviewing**, use language, literacy and numeracy, with assistance, to:*

- identify problems in the procedures for performing a task, and suggest solutions for improving them.
  - e.g. Discuss problems in performance.
- participate in evaluating the processes, procedures and strategies necessary for performing a task.
  - e.g. Report on outcomes.
    Review procedures, strategies and performance.
    Discuss ways of evaluating performance.

PROCEDURAL COMMUNICATION for performing tasks

Stage: Independent Competence

Can independently use language, literacy and numeracy to perform procedures and strategies for completing tasks.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy independently to:*

- relate cultural experience and knowledge to those procedures and strategies needed to perform a range of tasks.
  - e.g. Explain cultural differences in dealing with problems and difficulties.
    Compare and contrast different ways of giving instructions, explanations and descriptions.
- relate linguistic and mathematical knowledge to those procedures and strategies needed to perform a range of tasks.
  - e.g. Explain linguistic and mathematical differences in dealing with problems and difficulties.

*By **Engaging in Activities**, use language, literacy and numeracy independently to:*

- select and apply the procedures and strategies needed to perform a range of tasks.
  - e.g. Explain and clarify purposes, procedures and outcomes of a range of tasks.
    Analyse procedures and strategies needed to carry out tasks.
- take responsibility for performing a range of tasks.
  - e.g. Describe unexpected events and difficulties encountered in completing a task.
    Plan, draft, edit and revise instructional documents.

*By **Broadening Applications**, use language, literacy and numeracy independently to:*

- learn new ways to perform a range of tasks.
  - e.g. Follow explanations and instructions concerning procedure and strategies.
    Interpret and analyse abstract spoken, written, mathematical, graphic or symbolic resources to carry out tasks.
- apply new procedures and strategies to complete a range of tasks.
  - e.g. Advise on new procedures and strategies for organising a range of tasks.

*By **Critically Reviewing**, use language, literacy and numeracy independently to:*

- solve problems in the procedures and strategies used to complete a range of tasks.
  - e.g. Record and analyse procedures and outcomes.
    Evaluate performance in relation to goals and objectives.
- participate in evaluating the procedures and strategies used to complete a range of tasks.
  - e.g. Critically review and negotiate procedures for evaluation.
    Recommend new ways of performing a range of tasks.

BEST COPY AVAILABLE

PROCEDURAL COMMUNICATION for performing tasks

Stage: Collaborative Competence

Can, in collaboration with others, use language, literacy and numeracy to perform procedures and strategies for completing tasks.

Depending on the context, there is a range of ways in which this competence may be demonstrated:

*By **Reflecting on Experience**, use language, literacy and numeracy, in collaboration with others, to:*

- use diverse cultural experience and resources to establish alternative approaches for completing an integrated range of tasks.
  - e.g. Adapt and create instructions, explanations and descriptions to take account of the cultural diversity of participants.
- use diverse linguistic and mathematical knowledge and resources to establish alternative approaches for completing an integrated range of tasks.
  - e.g. Describe, analyse and reformulate representations of approaches to take account of the diverse linguistic and mathematical backgrounds of participants.

*By **Engaging in Activities**, use language, literacy and numeracy, in collaboration with others, to:*

- use and coordinate the resources and decisions of others to perform an integrated range of tasks.
  - e.g. Negotiate effective strategies and approaches.
    Explain and record unexpected events and difficulties.
- take responsibility for an integrated range of tasks.
  - e.g. Analyse and critique existing strategies and approaches.
    Plan, draft, edit and revise instructional documents, taking account of the diversity of audiences.

*By **Broadening Applications**, use language, literacy and numeracy, in collaboration with others, to:*

- coordinate and integrate different skills and perspectives in order to create new approaches for completing an integrated range of tasks.
  - e.g. Consult a diverse range of resources in order to formulate explanations and instructions concerning procedures and strategies, taking account of the diversity of audiences.
    Interpret, analyse and summarise a diverse range of resources.
- create new approaches for completing an integrated range of tasks.
  - e.g. Negotiate the formulation and documentation of new procedures and strategies for organising a range of tasks.

*By **Critically Reviewing**, use language, literacy and numeracy, in collaboration with others, to:*

- use the diverse resources of others to solve problems in the current approaches to an integrated range of tasks.
  - e.g. Critically assess and review performances, procedures and outcomes.
    Negotiate agreement concerning problems and difficulties.
- negotiate new ways of evaluating the approaches used for completing an integrated range of tasks.
  - e.g. Negotiate and recommend new ways of performing tasks.

TECHNICAL COMMUNICATION for using technology

Stage: Assisted Competence

Can, with assistance, use language, literacy and numeracy to use a specific technology or medium.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, with assistance, to:*

- address differences between previous cultural experience of technologies or media and the requirements of a specific new technology or medium.
  - e.g. Discuss how the technology or medium relates to previous cultural knowledge and experience.
    Discuss different cultural ways of dealing with technology.
- address differences between linguistic and mathematical experience of technologies or media and the requirements of a specific new technology or medium.
  - e.g. Discuss how the technology or medium relates to previous linguistic and mathematical knowledge and experience.

*By **Engaging in Activities**, use language, literacy and numeracy, with assistance, to:*

- follow a sequence of instructions to use a technology or medium.
  - e.g. Follow spoken, written, mathematical, graphic and symbolic instructions.
    Report on identified problems and issues.
- take responsibility for the use of a specific technology or medium.
  - e.g. Clarify a specific use of technology or medium.
    Request additional information.

*By **Broadening Applications**, use language, literacy and numeracy, with assistance, to:*

- learn new information or skills about a technology or medium.
  - e.g. Follow and use spoken, written, mathematical, graphic and symbolic information.
- work in new ways with a technology or medium.
  - e.g. Interpret and adapt technology or medium for specific contexts.

*By **Critically Reviewing**, use language, literacy and numeracy, with assistance, to:*

- identify problems with a technology or medium and suggest solutions.
  - e.g. Discuss procedures and problems in the use of technology or medium.
- evaluate the application of a technology or a medium.
  - e.g. Review specific uses of technology or medium.
    Discuss ways of evaluating technology or medium.

TECHNICAL COMMUNICATION
for using technology

Stage: Independent Competence

Can independently use language, literacy and numeracy to use a range of related technologies or media.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy independently to:*

- relate the requirements of a range of technologies and media to cultural experience and resources.
  - e.g. Explain the differences and similarities between previous cultural experience and new technologies or media.
- relate the requirements of a range of technologies and media to linguistic and mathematical experience and resources.
  - e.g. Explain the differences and similarities between previous linguistic and mathematical experience and new technologies or media.

*By **Engaging in Activities**, use language, literacy and numeracy independently to:*

- select and coordinate a range of related technologies or media.
  - e.g. Use appropriate technical language and numeracy resources to achieve a range of purposes.
- take responsibility for the use of a range of related technologies or media.
  - e.g. Clarify and check procedures for using related technologies or media.
    Interpret, analyse and use resources to gain new knowledge of related technologies or media.

*By **Broadening Applications**, use language, literacy and numeracy independently to:*

- acquire new knowledge or skills about a range of related technologies or media.
  - e.g. Compare and contrast ways of learning new technologies or media.
    Interpret, analyse and use resources to gain new knowledge about related technologies or media.
- use new knowledge or skills in working with a range of related technologies or media.
  - e.g. Communicate in an increasing range of specialised contexts using appropriate technical language and mathematical representation.

*By **Critically Reviewing**, use language, literacy and numeracy independently to:*

- identify and solve problems with technology.
  - e.g. Analyse problems associated with technologies or media.
    Recommend solutions for dealing with identified problems.
- evaluate and review the application of a range of related technologies or media.
  - e.g. Review and critique a range of technologies and their applications.
    Recommend new ways of using integrated technologies or media.

TECHNICAL COMMUNICATION for using technology

Stage: Collaborative Competence

Can, in collaboration with others, use language, literacy and numeracy to mediate and negotiate different perspectives for a range of contexts and technologies.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, in collaboration with others, to:*

- use diverse cultural experience and resources to establish alternative approaches in the use of integrated technologies and media.
  e.g. Negotiate and formulate practices and procedures that reflect cultural diversity.
- use diverse linguistic and mathematical experience and resources to establish alternative approaches in the use of integrated technologies and media.
  e.g. Negotiate and formulate practices and procedures that reflect linguistic and mathematical diversity.

*By **Engaging in Activities**, use language, literacy and numeracy, in collaboration with others, to:*

- select and coordinate a range of integrated technologies or media for use with a group.
  e.g. Negotiate and formulate practices and procedures for using new technology and media.
- take responsibility for the coordination of a range of integrated technologies and media.
  e.g. Review and evaluate the uses and consequences of a range of integrated technologies and media.
  Evaluate technologies or media in relation to overall goals.

*By **Broadening Applications**, use language, literacy and numeracy, in collaboration with others, to:*

- exchange knowledge about a range of integrated technologies and media.
  e.g. Summarise and report on new knowledge gained from diverse sources about technologies and media.
- use the different knowledge and skills of others to create new technologies or new approaches to technologies or media.
  e.g. Initiate and develop courses of action that assist in the development of new uses of technology and media.

*By **Critically Reviewing**, use language, literacy and numeracy, in collaboration with others, to:*

- identify and solve problems with technology or media.
  e.g. Analyse and review issues or problems that arise in relation to developing and applying technologies and media.
- evaluate the validity and significance of the operation of integrated technologies or media.
  e.g. Evaluate the consequences and impact of new technologies and media on diverse groups.

BEST COPY AVAILABLE

PERSONAL COMMUNICATION
for expressing identity

Stage: Assisted Competence

Can, with assistance, use language, literacy and numeracy to develop knowledge and resources that arise from personal identity.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, with assistance, to:*

- apply cultural background and experience to influence new contexts.
  e.g. Describe cross-cultural experience in specific contexts.
  Follow descriptions of cross-cultural experience of others in specific contexts.
  Discuss the way cultural background and experience can positively influence specific contexts.
- apply linguistic and mathematical background and experience in new contexts.
  e.g. Discuss the way linguistic and mathematical background and experience can positively influence specific contexts.

*By **Engaging in Activities**, use language, literacy and numeracy, with assistance, to:*

- select personal knowledge and resources relevant to specific contexts.
  e.g. Describe the way in which cultural similarities and differences influence the development of personal knowledge and resources.
- accept responsibility for developing and using personal knowledge and resources.
  e.g. Give advice on how personal knowledge and resources can be used.
  Ask for and give feedback during an interaction.

*By **Broadening Applications**, use language, literacy and numeracy, with assistance, to*

- broaden personal knowledge and resources by gaining access to other resources.
  e.g. Follow descriptions of specific situations and contexts.
  Request clarification of descriptions.
- bring to bear old and new personal knowledge and resources on specific contexts.
  e.g. Clearly state personal knowledge and resources relevant to the situation.

*By **Critically Reviewing**, use language, literacy and numeracy, with assistance, to:*

- tackle challenges in the development of personal knowledge and resources.
  e.g. Express personal rights relevant to various cultural backgrounds.
- assess progress towards personally set goals.
  e.g. Summarise the development and application of personal knowledge and resources.
  Discuss subsequent or resultant courses of action.

PERSONAL COMMUNICATION
for expressing identity

Stage: Independent Competence

Can independently use language, literacy and numeracy to develop knowledge and resources that arise from personal identity.

Depending on the context, there is a range ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy independently to:*

- apply cultural background and experience to influence a range of contexts.
  - e.g. Describe a range of cross-cultural interactions.
    Analyse the way personal knowledge and resources influence a range of cross-cultural interactions.
- apply linguistic and mathematical background and experience to influence a range of contexts.
  - e.g. Analyse the way linguistic and mathematical resources influence a range of personal interactions.

*By **Engaging in Activities**, use language, literacy and numeracy independently to:*

- select personal knowledge and resources relevant to a range of contexts.
  - e.g. Follow descriptions of what is required in a range of contexts.
    Describe the relationship between personal knowledge and resources and the context.
- accept responsibility for developing and using personal knowledge and resources.
  - e.g. Give advice on how personal knowledge and resources can be utilised.
    Ask for and give feedback during the interaction.

*By **Broadening Applications**, use language, literacy and numeracy independently to:*

- broaden personal knowledge and resources by gaining access to other resources.
  - e.g. Explain the relationship between old and new personal knowledge and resources.
    Reformulate existing personal knowledge and resources to accommodate knowledge gains.
- use new personal knowledge and resources in a range of contexts.
  - e.g. Analyse and interpret the development and application of personal knowledge and resources.
    Recommend subsequent or resultant courses of action.

*By **Critically Reviewing**, use language, literacy and numeracy independently to:*

- assert personal rights.
  - e.g. Assert personal rights relevant to various cultural backgrounds.
- evaluate performance in relation to personally set goals
  - e.g. Assess the development and evaluate the application of personal and group resources achieved in the process.
    Review the way in which various cultural similarities and differences influence the achievement of personally set goals.

PERSONAL COMMUNICATION
for expressing identity

Stage: Collaborative Competence

Can, in collaboration with others, use language, literacy and numeracy to develop knowledge and resources that arise from personal identity.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, in collaboration with others, to:*

- develop cultural differences and experience as resources in achieving personal goals and those of the group or organisation.
  e.g. Facilitate the expression of cultural differences and experience relevant to the roles taken by individual members of the group.
- develop linguistic and mathematical differences and experience as resources in achieving personal goals and those of the group or organisation.
  e.g. Facilitate the expression of linguistic and mathematical differences and experience relevant to the roles taken by individual members of the group.

*By **Engaging in Activities** use language, literacy and numeracy, in collaboration with others, to:*

- use the knowledge and resources of the group in the formulation of personal goals.
  e.g. Negotiate with others to identify personal knowledge and resources.
- accept responsibility for actions taken towards achieving personal, group or organisational goals.
  e.g. Negotiate with the whole group to formulate personal and group goals in relation to knowledge and resources that arise from personal identities.
  Give advice on how to assist others to utilise personal knowledge and resources.

*By **Broadening Activities**, use language, literacy and numeracy, in collaboration with others, to:*

- gain access to a range of cultural resources to enhance personal knowledge and resources.
  e.g. Summarise and report on information relevant to the development of personal knowledge and resources of each individual or group.
- develop knowledge about the formulation of new goals.
  e.g. Formulate alternative courses of action for developing the personal knowledge and resources within the group and advise on ways this can be achieved.

*By **Critically Reviewing**, use language, literacy and numeracy, in collaboration with others, to:*

- reconcile personal and group goals in a changing group, organisational or other social context.
  e.g. Recommend alternative ways of expanding personal knowledge and resources within the group.
- review performance related to personally set goals.
  e.g. Evaluate and review training undertaken.
  Evaluate and review personal achievement in relation to group goals.

 DRAFT ©ACTRAC Products Ltd

COOPERATIVE COMMUNICATION for interacting in groups

Stage: Assisted Competence

Can, with assistance, use language, literacy and numeracy to participate in teams and groups.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, with assistance, to:*

- apply personal cultural background and experience to the work of a team or group.
  - e.g. Recount previous cultural experience in teams and groups
    Follow others' recounts of previous experience in teams and groups.
    Compare and contrast a range of diverse cultural experience.
- apply personal linguistic and mathematical background and experience to the work of a team or group.
  - e.g. Follow others' recounts of previous experience in teams and groups.
    Compare and contrast a range of diverse linguistic and mathematical experience.

*By **Engaging in Activities**, use language, literacy and numeracy, with assistance, to:*

- take on a specific role in a team or group.
  - e.g. Follow group practices and procedures.
- take on specific responsibilities in a team or group.
  - e.g. Suggest ways of undertaking group activities.
    Follow documents relevant to group activities.
    Ask for clarification.

*By **Broadening Applications**, use language, literacy and numeracy, with assistance, to:*

- learn in a team or group context.
  - e.g. Report to the group on activities or convey information.
    Compare performance in a group with previous experience.
- apply skills of teamwork or group work in order to achieve group goals.
  - e.g. Describe courses of action to address problems.
    Explain cultural differences in group communication.

*By **Critically Reviewing**, use language, literacy and numeracy, with assistance, to:*

- solve problems within a group context.
  - e.g. Summarise activities undertaken in a group.
    Explain problems.
- assess personal performance in a team or group.
  - e.g. Evaluate own performance in relation to role in a group and group procedure.
    Report on personal performance to others outside a group.

COOPERATIVE COMMUNICATION for interacting in groups

Stage: Independent Competence

Can independently use language, literacy and numeracy to participate in teams and groups.

Depending on the context, there is a range of ways in which competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy independently to:*

- relate personal cultural background and experience to overall team or group objectives.
  - e.g. Contrast and compare the team objectives with previous experience in teams and groups.
    Describe cultural communication differences that impact on group dynamics.
- relate personal linguistic and mathematical background and experience to overall team or group objectives.
  - e.g. Identify linguistic and mathematical experience that impact on group performance.

*By **Engaging in Activities**, use language, literacy and numeracy independently to:*

- use material resources and information to meet the goals of a team or group.
  - e.g. Follow relevant documents and use information.
    Summarise discussion outcomes.
    Initiate and participate in a range of informal conversations.
- take independent responsibility in a group context.
  - e.g. Initiate and negotiate group discussions.
    Summarise and comment on opinions.
    Report team and group outcomes to others outside the group.

*By **Broadening Applications**, use language, literacy and numeracy independently to:*

- develop knowledge about meeting the goals of a team or group.
  - e.g. Summarise relevant information from external sources.
    Evaluate and report on information relevant to group objectives.
- develop new skills that serve the changing needs of a team or group.
  - e.g. Analyse and interpret problems.
    Recommend ways of addressing a problem.

*By **Critically Reviewing**, use language, literacy and numeracy independently to:*

- assert rights within a group.
  - e.g. Formulate entitlements and rights in the group.
- assess group performance.
  - e.g. Summarise and evaluate performance and activities undertaken.
    Evaluate role of individual and group performance.

COOPERATIVE COMMUNICATION for interacting in groups

Stage: Collaborative Competence

Can, in collaboration with others, use language, literacy and numeracy to participate in teams and groups.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, in collaboration with others, to:*

- negotiate the varied cultural resources of the team or group members as a resource for achieving common purposes.
  - e.g. Review the varied cultural experience and knowledge of the group in relation to group goals.
  - Assess value of different cultural communication strategies.
- negotiate the varied linguistic and mathematical resources of the team or group members as a resource for achieving common purposes.
  - e.g. Review the varied linguistic and mathematical knowledge of the group in relation to group goals.

*By **Engaging in Activities**, use language, literacy and numeracy, in collaboration with others, to:*

- contribute personal resources and experience to the task of the team or group.
  - e.g. Initiate, participate and challenge group discussion by drawing on diversity of cultural and linguistic knowledge and experience.
  - Interpret and analyse group discussions.
- take responsibility in a group context.
  - e.g. Summarise and synthesise information for use in other contexts.
  - Advise the group on particular roles and tasks relevant to expertise and skills.

*By **Broadening Applications**, use language, literacy and numeracy, in collaboration with others, to:*

- use the various resources of the team or group in the collaborative production of knowledge.
  - e.g. Facilitate expression of opinions and experience relevant to the formulation of team and group goals.
- develop new skills to serve the changing needs of the team or group.
  - e.g. Negotiate goals with the whole group.

*By **Critically Reviewing**, use language, literacy and numeracy, in collaboration with others, to:*

- negotiate rights and entitlements within a group.
  - e.g. Negotiate the formulation of rights and entitlements.
- assess group performance.
  - e.g. Evaluate performance and activities undertaken.
  - Discuss evaluation as a group.
  - Evaluate group performance in relation to the organisational goals.
  - Recommend ways of expanding the potential of the group.

DRAFT ©ACTRAC Products Ltd

SYSTEMS COMMUNICATION
for interacting in organisations

Stage: Assisted Competence

Can, with assistance, use language, literacy and numeracy to participate in the activities, structures and goals of an organisation.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, with assistance, to:*

- address differences between prior cultural background and experience and the activities, structures and goals of an organisation.
  - e.g. Discuss similarities and differences between procedures and practices of an organisation and those of previous cultural experience.
    Explain similarities and differences between cultural expectations and assigned role.
- address differences between prior linguistic and mathematical background and experience and the activities, structures and goals of an organisation.
  - e.g. Discuss similarities and differences between procedures and practices of an organisation and those of previous linguistic and mathematical experience.

*By **Engaging in Activities**, use language, literacy and numeracy, with assistance, to:*

- fulfil allocated roles in an organisation.
  - e.g. Follow organisational descriptions of current positions and responsibilities.
    Describe the goals and functions of the organisation.
    Explain and clarify information in relation to organisational goals.
- contribute responsibly to the overall functions and objectives of the organisation.
  - e.g. Follow spoken and written information from other contexts to extend knowledge about the organisational goals.
    Participate in forums or meetings which focus on organisation functions and objectives.

*By **Broadening Applications**, use language, literacy and numeracy, with assistance, to:*

- learn the overall functions and objectives of an organisation.
  - e.g. Follow spoken and written information from other contexts to extend knowledge.
- deploy new skills and adopt new ways of operating within an organisation.
  - e.g. Describe how additional information influences ways of operating within an organisation.

*By **Critically Reviewing**, use language, literacy and numeracy, with assistance, to:*

- assert rights and entitlements within an organisation.
  - e.g. Discuss problems related to rights and entitlements.
    Follow information in documents and other resources to assist in determining rights, responsibilities and entitlements.
- evaluate the participant's role in relation to the overall objectives of the organisation.
  - e.g. Explain problems encountered in performing a role in relation to the organisational goals.
    Review personal goals and expectations in relation to assigned role and organisational goals.

 DRAFT ©ACTRAC Products Ltd

SYSTEMS COMMUNICATION
for interacting in organisations

Stage: Independent Competence

Can independently use language, literacy and numeracy to participate in the activities, structures and goals of an organisation.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy independently to:*

- relate prior cultural background and experience to the goals of an organisation.
  - e.g. Draw on organisational descriptions to compare and contrast procedures and practices of the organisation with those of previous cultural experience.
    Analyse the relationship between roles, structures and overall objectives of the organisation in relation to cultural experience and expectations.
- relate prior linguistic and mathematical background and experience to the goals of an organisation.
  - e.g. Analyse the relationship between roles, structures and overall objectives of the organisation in relation to linguistic and mathematical experience and expectations.

*By **Engaging in Activities**, use language, literacy and numeracy independently to:*

- operate within the structures of an organisation to meet its goals.
  - e.g. Interpret organisational descriptions of the relationship between organisational roles, structures and overall objectives.
    Initiate organisational forums or meetings.
- contribute responsibly to the culture and objectives of an organisation.
  - e.g. Explain and report on functions relevant to meeting organisational goals.
    Communicate information about the organisation in a range of contexts outside the organisation.

*By **Broadening Applications**, use language, literacy and numeracy independently to:*

- gain access to knowledge that meets the goals of an organisation.
  - e.g. Use a range of information sources to gain additional knowledge about the organisation.
    Inform others inside and outside the organisation about its goals and policy directions.
- deploy new skills that serve the changing needs of an organisation.
  - e.g. Explain the characteristics of the organisation's structure, detailing responsibility of those in key positions.

*By **Critically Reviewing**, use language, literacy and numeracy independently to:*

- assert rights and entitlements of individuals and groups within an organisation.
  - e.g. Analyse and use information about rights, responsibilities and entitlements of individuals and groups within the organisation.
- evaluate organisational performance.
  - e.g. Evaluate the policy goals and directions of the organisation in relation to diverse expectations and experience.
    Explain problems encountered in implementing goals and suggest solutions.
    Evaluate personal goals and expectations in relation to organisational goals.

BEST COPY AVAILABLE

SYSTEMS COMMUNICATION
for interacting in organisations

Stage: Collaborative Competence

Can, in collaboration with others, use language, literacy and numeracy to formulate the activities, structures and goals of an organisation.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, in collaboration with others, to:*

- develop the cultural background and differences of the members of an organisation as a resource for serving its common purposes.
  - e.g. Use formal and informal communication channels and networks to access the cultural diversity of an organisation.
    Analyse procedures and practices of the organisation with regard to the cultural experience of its human resources.
- develop the linguistic and mathematical background and differences of the members of an organisation as a resource for serving its common purposes.
  - e.g. Analyse procedures and practices of the organisation with regard to the linguistic and mathematical experience of its human resources.

*By **Engaging in Activities**, use language, literacy and numeracy, in collaboration with others, to:*

- formulate alternative ways of achieving the overall goals of an organisation.
  - e.g. Document and analyse reactions to change within the organisation.
    Negotiate optional ways of implementing new policies and procedures.
- assume responsibility for contributing to shaping the culture of an organisation.
  - e.g. Document information that reflects the organisation's policies and goals.
    Communicate information in the appropriate mode to relevant personnel.

*By **Broadening Applications**, use language, literacy and numeracy, in collaboration with others, to:*

- deploy the resources of the whole organisation to produce knowledge that might further shape the organisation.
  - e.g. Utilise the diversity of cultural, linguistic, mathematical knowledge and experience to produce collaborative knowledge.
    Communicate new information about the organisation to those outside it.
- participate in organisational change.
  - e.g. Negotiate and formulate appropriate organisational goals and policy directions.

*By **Critically Reviewing**, use language, literacy and numeracy, in collaboration with others, to:*

- negotiate the rights and entitlements of individuals and groups within the organisation.
  - e.g. Analyse and reformulate information about rights, responsibilities and entitlements of individuals and groups within the organisation.
- evaluate organisational performance.
  - e.g. Review the organisational goals and policies of an organisation.
    Evaluate alternative implementation strategies and recommend changes.
    Evaluate group goals and expectations in relation to organisation goals.

PUBLIC COMMUNICATION
for interacting with the wider community

Stage: Assisted Competence

Can, with assistance, use language, literacy and numeracy to participate in community structures and activities.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, with assistance, to:*

- address differences between previous and current cultural experience of community structures and those of new communities.
  - e.g. Discuss similarities and differences between community group procedures and purposes and those of previous cultural experience.
    Follow and explain social and cultural issues in the community.
- address differences between prior linguistic and mathematical experience of community structures and those of new communities.
  - e.g. Discuss similarities and differences in community group procedures with those of previous linguistic and mathematical experience.

*By **Engaging in Activities**, use language, literacy and numeracy, with assistance, to:*

- participate in community structures and activities.
  - e.g. Follow spoken and written reports of meetings and other activities.
    Explain personal, cultural and gender expectations relative to those of a community group.
- contribute responsibly to the achievement of the functions and objectives of community groups.
  - e.g. Participate in community structures, functions and community group meetings.
    Participate in discussions about community values.

*By **Broadening Applications**, use language, literacy and numeracy, with assistance, to:*

- learn about the ways individuals, groups and organisations can contribute to achieving community objectives.
  - e.g. Follow spoken and written information and instructions about new community structures and functions.
    Describe ways of accessing community services.
- deploy new skills to undertake different roles within community structures.
  - e.g. Describe ways that new information can be used in a specific community group context.

*By **Critically Reviewing**, use language, literacy and numeracy, with assistance, to:*

- assert personal rights and entitlements within a community.
  - e.g. Explain problems encountered in community group involvement.
- evaluate the participant's personal role and goals in relation to those of a community group.
  - e.g. Summarise and assess personal participation in community activities including community meetings and forums.

PUBLIC COMMUNICATION
for interacting with the wider community

Stage: Independent Competence

Can independently use language, literacy and numeracy to participate in community structures and activities.

Depending on the context, there is a range of ways in which this competence may be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy independently to:*

- relate cultural background and experience to relevant situations in broad community contexts.
  - e.g. Analyse and interpret personal, group and organisation expectations of community structures and functions.
    Analyse the relationships between the cultural roles of individuals, groups and organisations in a community.
- relate linguistic and mathematical background and experience to relevant situations in broad community contexts.
  - e.g. Analyse and adapt community procedures relative to the linguistic and mathematical needs of individuals, groups and organisations.

*By **Engaging in Activities**, use language, literacy and numeracy independently to:*

- participate in community structures to meet established objectives.
  - e.g. Report on proceedings and outcomes of community meetings and forums.
    Initiate and participate in community meetings and forums.
- assume responsibility for personal actions in contributing to the functions of a community group or representing a community group.
  - e.g. Undertake a particular role for a community organisation, observing how an organisation's structure and goals contribute to establishing community structures, functions and objectives.

*By **Broadening Applications**, use language, literacy and numeracy independently to:*

- gain access to and apply knowledge about available community resources to achieve community objectives.
  - e.g. Analyse and interpret structures and groups for meeting the needs and goals of individuals in the community.
    Recommend alternative ways of accessing and using information.
- interact with individuals, groups and organisations on behalf of community groups.
  - e.g. Inform individuals, groups and organisations about community structures and objectives.

*By **Critically reviewing**, use language, literacy and numeracy independently to:*

- assert a participant's personal rights and entitlements and those of others in a community.
  - e.g. Analyse and adapt community procedures relative to the rights and entitlements of individuals, groups and organisations.
- evaluate individual and group roles in achieving community objectives.
  - e.g. Interpret and analyse problems encountered individually or by a member of a group in community participation.
    Analyse and recommend changes to information about community structures and functions.

 DRAFT ©ACTRAC Products Ltd

PUBLIC COMMUNICATION
for interacting with the wider community

Stage: Collaborative Competence

Can, in collaboration with others, use language, literacy and numeracy to construct alternative community structures and activities in response to changing social need.

Depending on the context, there is a range of ways in which this competence can be achieved:

*By **Reflecting on Experience**, use language, literacy and numeracy, in collaboration with others, to:*

- interact in diverse cultural community contexts, using the diversity of others as a resource.
  - e.g. Express the diverse cultural interests and expectations of individuals, groups and organisations in the community.
    Synthesise values and expectations of different social and cultural groups.
- use the linguistic and mathematical resources of others to establish and adapt community structures and functions.
  - e.g. Express the diverse linguistic and mathematical interests and expectations of individuals, groups and organisations in the community.

*By **Engaging in Activities**, use language, literacy and numeracy, in collaboration with others, to:*

- formulate community structures, goals and functions with regard to the needs of individuals, groups and organisations.
  - e.g. Report, in writing, on meetings of groups responsible for the planning and review of community structures.
- assume responsibility for the conduct of a community group or organisation.
  - e.g. Adopt diverse roles as part of a community group responsible for community structure and objective formulation.
    Contribute in discussions and decision-making relevant to broad community directions.

*By **Broadening Applications**, use language, literacy and numeracy, in collaboration with others, to:*

- develop new knowledge and skills by drawing on a range of personal and community resources.
  - e.g. Analyse and synthesise information detailing community requirements, procedures and services.
    Report on appropriate ways of accessing and utilising community resources.
- represent the interests of individuals, groups and organisations in community forums.
  - e.g. Analyse and interpret structures and objectives which have broad community application.

*By **Critically Reviewing**, use language, literacy and numeracy, in collaboration with others, to:*

- negotiate individual rights and entitlements relative to community structures and objectives.
  - e.g. Analyse community policy, planning and structures to ensure that rights and entitlements of individuals, groups an organisations are maintained.
    Negotiate with community groups and review mechanisms appropriate to their functions.
- evaluate the relationships that exist between individuals, groups and organisations in a community.
  - e.g. Analyse inconsistencies and identify potential problems in directions of community policy and planning groups.
    Recommend alternatives to structures and functions produced.

DRAFT ©ACTRAC Products Ltd

Social Activity Competence Framework

ASPECT		PERFORMING TASKS		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, perform procedures and strategies for completing tasks.	Can independently perform procedures and strategies for completing tasks.	Can, in collaboration with others, perform procedures and strategies for completing tasks.
PHASES	by APPLYING EXPERIENCE	• Address differences between previous cultural experience and knowledge and that required to complete specific new tasks • Address differences between existing linguistic and mathematical knowledge and that required to complete specific new tasks	• Relate cultural experience and knowledge to those procedures and strategies needed to perform a range of tasks • Relate linguistic and mathematical knowledge to those procedures and strategies needed to perform a range of tasks	• Use diverse cultural experience and resources to establish alternative approaches for completing an integrated range of tasks • Use diverse linguistic and mathematical knowledge and resources to establish alternative approaches for completing an integrated range of tasks
	by USING SKILLS AND TAKING RESPONSIBILITY	• Complete a task • Accept responsibility for particular tasks under the direction of a mentor or teacher	• Select and apply the procedures and strategies needed to perform a range of tasks • Take responsibility for performing a range of tasks	• Use and coordinate the resources and decisions of others to perform an integrated range of tasks • Take responsibility for an integrated range of tasks
	by USING NEW SKILLS AND GAINING KNOWLEDGE	• Apply new procedures to perform a task or develop new approaches to a task • Learn new procedures needed to complete a task	• Learn new ways to perform a range of tasks • Apply new procedures and strategies to complete a range of tasks	• Coordinate and integrate different skills and perspectives in order to create new approaches for completing an integrated range of tasks • Create new approaches for completing an integrated range of tasks
	by EVALUATING, SOLVING PROBLEMS AND ASSERTING RIGHTS	• Identify problems in the procedures for performing a task, and suggest solutions for improving them • Participate in evaluating the processes, procedures and strategies necessary for performing a task	• Solve problems in the procedures and strategies used to complete a range of tasks • Participate in evaluating the procedures and strategies used to complete a range of tasks	• Use the diverse resources of others to solve problems in the current approaches to an integrated range of tasks • Negotiate new ways of evaluating the approaches used for completing an integrated range of tasks

ASPECT		USING TECHNOLOGY		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, use a specific technology or medium.	Can independently use a range of related technologies or media.	Can, in collaboration with others, mediate and negotiate different perspectives for a range of contexts and technologies.
PHASES	by APPLYING EXPERIENCE	• Address differences between previous cultural experience of technologies or media and the requirements of a specific new technology or medium • Address differences between linguistic and mathematical experience of technologies or media and the requirements of a specific new technology or medium	• Relate the requirements of a range of technologies and media to cultural experience and resources • Relate the requirements of a range of technologies and media to linguistic and mathematical experience and resources	• Use diverse cultural experience and resources to establish alternative approaches in the use of integrated technologies and media • Use diverse linguistic and mathematical experience and resources to establish alternative approaches in the use of integrated technologies and media
	by USING SKILLS AND TAKING RESPONSIBILITY	• Follow a sequence of instructions to use a technology or medium • Take responsibility for the use of a specific technology or medium	• Select and coordinate a range of related technologies or media • Take responsibility for the use of a range of related technologies or media	• Select and coordinate a range of integrated technologies or media for use with a group • Take responsibility for the coordination of a range of integrated technologies and media
	by USING NEW SKILLS AND GAINING KNOWLEDGE	• Learn new information or skills about a technology or medium • Work in new ways with a technology or medium	• Acquire new knowledge or skills about a range of related technologies or media • Use new knowledge or skills in working with a range of related technologies or media	• Exchange knowledge about a range of integrated technologies and media • Use the different knowledge and skills of others to create new technologies or new approaches to technologies or media
	by EVALUATING, SOLVING PROBLEMS AND ASSERTING RIGHTS	• Identify problems with a technology or medium and suggest solutions • Evaluate the application of a technology or a medium	• Identify and solve problems with technology • Evaluate and review the application of a range of related technologies or media	• Identify and solve problems with technology or media • Evaluate the validity and significance of the operation of integrated technologies or media

ASPECT		EXPRESSING IDENTITY		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, develop knowledge and resources that arise from personal identity.	Can independently develop knowledge and resources that arise from personal identity.	Can, in collaboration with others, develop knowledge and resources that arise from personal identity.
PHASES	by APPLYING EXPERIENCE	• Apply cultural background and experience to influence new contexts • Apply linguistic and mathematical background and experience in new contexts	• Apply cultural background and experience to influence a range of contexts • Apply linguistic and mathematical background and experience to influence a range of contexts	• Develop cultural differences and experience as resources in achieving personal goals and those of the group or organisation • Develop linguistic and mathematical differences and experience as resources in achieving personal goals and those of the group or organisation
	by USING SKILLS AND TAKING RESPONSIBILITY	• Select personal knowledge and resources relevant to specific contexts • Accept responsibility for developing and using personal knowledge and resources	• Select personal knowledge and resources relevant to a range of contexts • Accept responsibility for developing and using personal knowledge and resources	• Use the knowledge and resources of the group in the formulation of personal goals • Accept responsibility for actions taken towards achieving personal, group or organisational goals
	by USING NEW SKILLS AND GAINING KNOWLEDGE	• Broaden personal knowledge and resources by gaining access to other resources • Bring to bear old and new personal knowledge and resources on specific contexts	• Broaden personal knowledge and resources by gaining access to other resources • Use new personal knowledge and resources in a range of contexts	• Gain access to a range of cultural resources to enhance personal knowledge and resources • Develop knowledge about the formulation of new goals
	by EVALUATING, SOLVING PROBLEMS AND ASSERTING RIGHTS	• Tackle challenges in the development of personal knowledge and resources • Assess progress towards personally set goals	• Assert personal rights • Evaluate performance in relation to personally set goals	• Reconcile personal and group goals in a changing group, organisational or other social context • Review performance related to personally set goals

DRAFT ©ACTRAC Products Ltd

BEST COPY AVAILABLE

Social Activity Competence Framework

ASPECT		INTERACTING IN GROUPS		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance participate in teams and groups.	Can independently participate in teams and groups.	Can, in collaboration with others, participate in teams and groups.
PHASES	by APPLYING EXPERIENCE	• Apply personal cultural background and experience to the work of a team or group • Apply personal linguistic and mathematical background and experience to the work of a team or group	• Relate personal cultural background and experience to overall team or group objectives • Relate personal linguistic and mathematical background and experience to overall team or group objectives	• Negotiate the varied cultural resources of the team or group members as a resource for achieving common purposes • Negotiate the varied linguistic and mathematical resources of the team or group members as a resource for achieving common purposes
	by USING SKILLS AND TAKING RESPONSIBILITY	• Take on a specific role in a team or group • Take on specific responsibilities in a team or group	• Use material resources and information to meet the goals of a team or group • Take independent responsibility in a group context	• Contribute personal resources and experience to the task of the team or group • Take responsibility in a group context
	by USING NEW SKILLS AND GAINING KNOWLEDGE	• Learn in a team or group context • Apply skills of teamwork or group work in order to achieve group goals	• Develop knowledge about meeting the goals of a team or group • Develop new skills that serve the changing needs of a team or group	• Use the various resources of the team or group in the collaborative production of knowledge • Develop new skills to serve the changing needs of the team or group
	by EVALUATING, SOLVING PROBLEMS AND ASSERTING RIGHTS	• Solve problems within a group context • Assess personal performance in a team or group	• Assert rights within a group • Assess group performance	• Negotiate rights and entitlements within a group • Assess group performance

ASPECT		INTERACTING IN ORGANISATIONS		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, participate in the activities, structures and goals of an organisation.	Can independently participate in the activities, structures and goals of an organisation.	Can, in collaboration with others, formulate the activities, structures and goals of an organisation.
PHASES	by APPLYING EXPERIENCE	• Address differences between prior cultural background and experience and the activities, structures and goals of an organisation • Address differences between prior linguistic and mathematical background and experience and the activities, structures and goals of an organisation	• Relate prior cultural background and experience to the goals of an organisation • Relate prior linguistic and mathematical background and experience to the goals of an organisation	• Develop the cultural background and differences of the members of an organisation as a resource for serving its common purposes • Develop the linguistic and mathematical background and differences of the members of an organisation as a resource for serving its common purposes
	by USING SKILLS AND TAKING RESPONSIBILITY	• Fulfil allocated roles in an organisation • Contribute responsibly to the overall functions and objectives of the organisation	• Operate within the structures of an organisation to meet its goals • Contribute responsibly to the culture and objectives of an organisation	• Formulate alternative ways of achieving the overall goals of an organisation • Assume responsibility for contributing to shaping the culture of an organisation
	by USING NEW SKILLS AND GAINING KNOWLEDGE	• Learn the overall functions and objectives of an organisation • Deploy new skills and adopt new ways of operating within an organisation	• Gain access to knowledge that meets the goals of an organisation • Deploy new skills that serve the changing needs of an organisation	• Deploy the resources of the whole organisation to produce knowledge that might further shape the organisation • Participate in organisational change
	by EVALUATING, SOLVING PROBLEMS AND ASSERTING RIGHTS	• Assert rights and entitlements within an organisation • Evaluate the participant's role in relation to the overall objectives of the organisation	• Assert rights and entitlements of individuals and groups within an organisation • Evaluate organisational performance	• Negotiate the rights and entitlements of individuals and groups within the organisation • Evaluate organisational performance

ASPECT		INTERACTING WITH THE WIDER COMMUNITY		
STAGE		Assisted Competence	Independent Competence	Collaborative Competence
COMPETENCE STATEMENT		Can, with assistance, participate in community structures and activities.	Can independently participate in community structures and activities.	Can, in collaboration with others, construct alternative community structures and activities in response to changing social need.
PHASES	by APPLYING EXPERIENCE	• Address differences between previous and current cultural experience of community structures and those of new communities • Address differences between prior linguistic and mathematical experience of community structures and those of new communities	• Relate cultural background and experience to relevant situations in broad community contexts • Relate linguistic and mathematical background and experience to relevant situations in broad community contexts	• Interact in diverse cultural community contexts, using the diversity of others as a resource • Use the linguistic and mathematical resources of others to establish and adapt community structures and functions
	by USING SKILLS AND TAKING RESPONSIBILITY	• Participate in community structures and activities • Contribute responsibly to the achievement of the functions and objectives of community groups	• Participate in community structures to meet established objectives • Assume responsibility for personal actions in contributing to the functions of a community group or representing a community group	• Formulate community structures, goals and functions with regard to the needs of individuals, groups and organisations • Assume responsibility for the conduct of a community group or organisation
	by USING NEW SKILLS AND GAINING KNOWLEDGE	• Learn about the ways individuals, groups and organisations can contribute to achieving community objectives • Deploy new skills to undertake different roles within community structures	• Gain access to and apply knowledge about available community resources to achieve community objectives • Interact with individuals, groups and organisations on behalf of community groups	• Develop new knowledge and skills by drawing on a range of personal and community resources • Represent the interests of individuals, groups and organisations in community forums
	by EVALUATING, SOLVING PROBLEMS AND ASSERTING RIGHTS	• Assert personal rights and entitlements within a community • Evaluate the participant's personal role and goals with relation to those of a community group	• Assert a participant's personal rights and entitlements and those of others in a community • Evaluate individual and group roles in achieving community objectives	• Negotiate individual rights and entitlements relative to community structures and objectives • Evaluate the relationships that exist between individuals, groups and organisations in a community

BEST COPY AVAILABLE

DRAFT ©ACTRAC Products Ltd